



University of Chester



**This work has been submitted to ChesterRep – the University of Chester's
online research repository**

<http://chesterrep.openrepository.com>

Author(s): David Stoker

Title: "New ways of working": An assessment of the effectiveness of the
management of change in Liverpool's community libraries

Date: June 2009

Originally published as: University of Chester MBA dissertation

Example citation: Stoker, D. (2009). *"New ways of working": An assessment of the
effectiveness of the management of change in Liverpool's community libraries.*
(Unpublished master's thesis). University of Chester, United Kingdom.

Version of item: Submitted version

Available at: <http://hdl.handle.net/10034/76118>



“New Ways of Working:”

An assessment of the effectiveness of the management of change in Liverpool’s Community Libraries

David Stoker

**A dissertation submitted in partial fulfilment of the
requirements of the University of Chester for the degree of
Master of Business Administration**

Chester Business School

June 2009

Dedication

For Terry Stoker

Acknowledgements

I would like to thank Joyce Little, Head of Liverpool Libraries, for supporting my application and attendance on the MBA and for giving encouragement throughout. I would also like to thank all of my library colleagues for their tremendous support and unfailing cooperation, especially Ron Travis, Peter Ireland and Alan Metcalf and all staff in Liverpool's Community Libraries.

Many thanks to Angelika, Ben and Max Stoker for their considerable support and patience.

I am very grateful to Steve Page at the University of Chester for his excellent guidance and advice and to all of his colleagues.

Abstract

Change is required almost constantly for organisations to survive, adapt to their internal and external environments, and improve if possible. The effective management of change is therefore of crucial importance. However, there are many competing and sometimes conflicting proposed theories and models, but often little assessment of change itself in practice, not least as perceived and experienced by the recipients of change. The key research problem to be addressed here is how change can be managed effectively and what are the key aspects to consider when trying to implement or stimulate change.

This dissertation involves the detailed assessment of a practical example of change management in Liverpool's Community Libraries from 2005 onwards. This begins with a planned change in the form of a partial restructure followed by subsequent changes, including those accompanying refurbished libraries, with the aim of creating further continuous, emergent change. Libraries documentation and training programmes associated with this refer to "new ways of working."

A conceptual model is developed based on a literature review. This attempts to set out key aspects to consider in the cyclical process of change and relates to change awareness and readiness, change design, and change evaluation. The model is used to inform a questionnaire sent to all of the change recipients. The results of the survey are analysed and presented along with the results of semi-structured interviews conducted with the change director, principal change agent, and five change recipients.

It is found that there are mixed results from and perspectives on the changes. All aspects of the model have been paid attention to during the changes to a greater or lesser extent, but mostly with less emphasis than recommended in the theory. In particular, it is found that less attention has been paid in practice to selling the vision, encouraging authentic participation, and evaluating the changes. Nevertheless, just over half of the staff believe that they have changed their ways of working with perceived benefits to the service to customers. It is recognised that no one model will be universally applicable but that certain key aspects of change always deserve as much consideration as possible.

Declaration

This work is original and has not been submitted previously for any academic purpose. All secondary sources are acknowledged.

Signed: David Stoker

Date: 1 June 2009

Table of contents

Chapter 1 Introduction

1.1 Background to the research	pp.1-2
1.2 Research question	pp.2-3
1.3 Justification for the research	pp.3-4
1.4 Methodology	p. 4
1.5 Outline of the chapters	p. 5
1.6 Definitions	p. 5
1.7 Summary	p. 6

Chapter 2 Literature Review

2.1 Introduction	p. 7
2.2 Approaches to change	pp.7-12
2.3 Restructuring	pp.12-14
2.4 Key aspects of change	pp.14-19
2.5 Government policies for Libraries	p. 20
2.6 Conceptual model	pp.21-27

Chapter 3 Methodology

3.1 Introduction	p. 28
3.2 Research philosophy	p. 28
3.3 Research strategy	p. 29
3.4 Research design and procedures	pp.29-34
3.5 Ethical considerations	p. 35
3.6 Summary	p. 35

Chapter 4 Findings

4.1 Introduction	p. 36
4.2 Case study background information	pp.36-38
4.3 Application of methodology	p. 38
4.4 Findings for the research question	pp.39-59
4.5 Summary	p. 59

Chapter 5 Conclusions and implications

5.1 Introduction	p. 60
5.2 Critical evaluation of adopted methodology	pp.60-61
5.3 Conclusions about research objectives	pp.61-65
5.4 Conclusions about the research question	p. 66
5.5 Limitations of the study	p. 66

5.6 Opportunities for further research p. 67

Bibliography pp.68-78

Appendices

Appendix A Draft questionnaire for change recipients used in pilot test pp.79-85

Appendix B Example of comments from pilot test pp.86-88

Appendix C Final version of questionnaire pp.89-95

Appendix D Themes for interviews with change director and change agent pp.96-98

Appendix E Internal report proposing staff restructure, 2004 pp.99-116

Appendix F Staff training programme pp.117-134

Appendix G Libraries documentation on performance indicators pp.135-141

Appendix H Libraries user surveys pp.142-154

Appendix I Libraries 'Have Your Say' data pp.155-171

List of tables

Table 1 Overall results from questionnaires on awareness and need for change	p.41
Table 2 Questionnaire results for Library Assistants on awareness and need for change	p.42
Table 3 Overall results from questionnaires for consultation on changes	p.45
Table 4 Overall results from questionnaires for participation	p.46
Table 5 Overall results from questionnaires for inspiring vision	p.48
Table 6 Overall results from questionnaires for effective communication	p.49
Table 7 Overall results from questionnaires for effective training and development	p.52
Table 8 Overall results from questionnaires on changing my way of working	p.56
Table 9 Overall results from questionnaires on changed ways of working having a positive impact on the service to customers	p.57

List of figures

Figure 1 Eight steps model for change (Kotter, 1996)	p.21
Figure 2 Iceberg of change (Bruch and Sattelberger, 2001)	p.22
Figure 3 Framework for facilitating adaptation to transition (Marks, 2007)	p.23
Figure 4 Change kaleidoscope (Balogun and Hope Hailey, 2008)	p.24
Figure 5 Change as a cyclical process (Carnall, 2003)	p.25
Figure 6 Conceptual model for change management	p.27

List of abbreviations

DCMS	Department for Culture Media and Sport
FFF	‘Framework for the Future’- modern mission for libraries by DCMS (2003)
OD	Organisation Development Movement

1.1 Background to the research

“It is an accepted tenet of modern life that change is constant, of greater magnitude and far less predictable than ever before. For this reason, managing change is acknowledged as being one of the most important and difficult issues facing organisations today...This is why the range of competing theories and advice has never been greater or more puzzling.” (Dawson, 2003, p. xi.)

Hayes (2007), Dunphy et al (2007), Carnall (2003), Cameron and Green (2005), Senior (2002), and Kotter (1996) provide overviews of the themes, debates and approaches to change management. They outline views of planned change from the work of Lewin from the 1940s onwards and the Organisation Development movement. They go on to describe the emergent change approach, which developed from the 1980s. It rejected the planned approach and emphasised instead that organisational change is an ongoing, open-ended process of adapting to an unpredictable and constantly changing environment.

Both views have theoretical and practical advantages and disadvantages and there is scope for a range of complementary approaches. Burnes (2004) and Cameron and Green (2005) set out that there are three main schools of thought underpinning approaches to change management distinguished by their respective concentration on the individual, group, or organisation. The latter is referred to as the Open Systems school, which sees organisations as open to and interacting with the external environment and open internally with sub-systems interacting with each other. Consideration needs to be given to the level and depth of change and to the environment, which can be seen on a scale moving from stable to turbulent. Burnes (2004) describes recent models of change as the incremental, punctuated equilibrium, and continuous transformation models of change.

Writers such as Dawson (2003) and Pettigrew (cited in Buchanan and Boddy, 1992) set out a processual perspective, which recognises competing narratives and multiple

histories, and considers the politics, context and substance of change, whilst others refer to complexity theories and chaos theory (Fitzgerald, 2002, for instance).

In the light of these academic viewpoints, this dissertation attempts to make a detailed assessment of a case study in the practical management of change. The study is of changes from 2005 onwards in Liverpool's Community Libraries.

Library services have in recent times faced considerable pressure to change, not least because of significant changes in use. This has been partly as a result of the easy and increasing availability of information on the Internet and the fact that books have generally become more affordable. There has been an overall, long-term decline nationally and locally in visits to public libraries and the lending of books, which are key performance indicators. The Department of Culture, Media and Sport (DCMS, 2003) set out a "modern mission" for libraries in its *Framework for the Future* (hereafter abbreviated to FFF). This emphasised the promotion of reading and informal learning, access to digital skills and services, and measures to tackle social exclusion, build community identity, and develop citizenship.

As part of its response, Liverpool Libraries carried out a partial restructure of staffing in its Community Libraries, refurbished many libraries including greater use of new technology such as self-service issuing of books, and attempted to introduce what are described in Libraries documentation as 'new ways of working.' These changes aimed to ensure that staff put customers at the heart of everything they do, release professional staff time for improving and promoting the service, improve performance indicators, and at the same time to reduce costs.

1.2 Research Question

Change is required almost constantly for organisations to survive, adapt to their internal and external environments, and improve if possible. The effective management of change is therefore of crucial importance. However, there are many competing and sometimes conflicting proposed theories and models, but often little assessment of change itself in practice, not least as perceived and experienced by the recipients of change. So the key research problem to be addressed here is how can change be managed effectively and what are the key aspects to consider when trying to implement or stimulate change.

The dissertation involves the detailed assessment of a practical example of change management, which begins with a planned change in the form of a partial restructure followed by subsequent changes with the aim of creating further continuous, emergent change.

The research question is as follows:

“New ways of working:” an assessment of the effectiveness of the management of change in Liverpool’s Community Libraries.

The research aims are:

- i) To understand and critically reflect on the theory and literature regarding the management of change.
- ii) To investigate the background, aims, and implementation of the management of change in Liverpool’s Community Libraries from 2005 onwards.
- iii) To examine the impact, effectiveness and outcomes of the changes in Liverpool’s Community Libraries from 2005 onwards.
- iv) To draw conclusions on the effectiveness of key aspects of change management with reference to theory and Liverpool’s Community Libraries.

1.3 Justification for the Research

“Many, and some argue the majority, of change projects fail to achieve their intended outcomes.” (Hayes, 2007, p.21.)

A recent study of managers’ experience of organisational change in theory and practice found that interviewees “saw an important gap in the development process of organisational change theory, namely the failure to monitor and evaluate changes so that theory could be built on experience in practice.” (Andrews et al, 2008, p.311.) The authors also believed that this supported the views of other writers. The proposed research for this dissertation will enable the detailed assessment of a case study.

The research has practical value to Liverpool Libraries. It allows the service to see the results of a thorough assessment of the management of change and to obtain views of staff at all levels. Normally, in this organisation as elsewhere there is little time available or devoted to following up change systematically, to consulting all staff, to assessing the impact of change, if any, and how it has been handled. Therefore, this

research provides a rare opportunity to those involved with planning or enabling further change to try to learn from experience.

1.4 Methodology

An interpretivist stance is taken, which is defined by Saunders et al (2007) and Fisher (2007) as the epistemological position that advocates the necessity to understand differences between humans in their role as social actors. This seems to be appropriate for assessing change amongst people who have their own sets of meanings and it requires an empathetic stance.

A literature review is carried out to understand theories and models on the subject of change management. Arising from this a conceptual model is developed for use in a primarily deductive approach to the research (see Chapter 2.6).

A review is undertaken of central government policies relating to modernising libraries and of Liverpool Libraries documentation. This enables investigation of the background, aims, and implementation of the changes.

A questionnaire based on the conceptual model is developed to send to all staff in Community Libraries (see Chapter 3). A pilot test is carried out and the final version of the questionnaire investigates views on how change was carried out and experienced from the perspective of the change recipients. Following initial analysis of the survey results, semi-structured interviews are conducted with the change director, principal change agent, and five change recipients at various grades and in different libraries. This allows some cross-validation and the views of a cross-section of staff to be obtained in more depth.

Liverpool Libraries documentation is examined dating from before, during and after 2005 so as to obtain some measure of any observable impact, effectiveness, and outcomes from the changes. This includes performance indicators, user surveys, and user feedback forms. This assists with providing some triangulation for the findings of the research, but recognises the difficulties with making direct or indirect linkages between changes and performance measures.

The results of the research are analysed and conclusions drawn with reference to the literature.

1.5 Outline of the MBA Dissertation

The second chapter reviews the relevant literature and critically reflects on theories and models concluding with a conceptual model to be used to answer the research question. The third chapter describes the methodology including a discussion of the research philosophy and principles and ethical considerations. In the fourth chapter the data is analysed and patterns presented with supporting evidence. The fifth chapter draws conclusions about the research aims and question with a critical evaluation of the methodology, discussion of limitations, and opportunities for further research.

1.6 Definitions

Change: the act or an instance of making or becoming different; an alteration or modification. (The Oxford Encyclopedic English Dictionary, 1991.)

Change agent: person responsible for carrying out, organising and facilitating change in an organisation, whether or not they have an official job title recognising that responsibility (Burnes, 2004).

Change director: person with overall responsibility for decision-making and directing change (Balugon et al, 2008).

Change recipient: person affected by change (Balugon et al, 2008).

Management of change: an integral part of all managerial work that (a) copes with the changing patterns of resource input and knowledge available to work organisations and the shifting demands made upon them by the parties with which they deal, and (b) initiates changes that managers perceive to be in their interests or the interests of those who employ them (Watson, 2006).

1.7 Summary

This chapter has introduced the research problem of change management and the research question, which is an assessment of the effectiveness of the management of change in Liverpool's Community Libraries from 2005 onwards. The research has been justified and the dissertation structure outlined. Based on these foundations, a detailed description of the research now follows.

CHAPTER 2 LITERATURE REVIEW

2.1 Introduction

This chapter critically reflects upon theories and approaches to change. It will begin with a consideration of key theories regarding change in general and restructuring in particular. It will show where the research problem fits into that body of knowledge discussing key aspects of change and identifying research questions. It will also look at recent key government documents regarding libraries. It concludes with a critique of models and develops this to create a conceptual model to be used to answer the research question.

There is a large body of work devoted to change reflecting the continuing relevance of the subject and the ongoing debate about the most effective approaches. Research has been carried out in a wide range of text books and journals, particularly the *Journal of Organizational Change Management*, *Harvard Business Review*, and *Human Relations*. In addition, research has included consideration of change in relevant related subjects such as culture, psychology, leadership, strategy, and human resource management. Searches have also been made using the Internet and databases such as Zetoc and EBSCO Business Source Elite.

2.2 APPROACHES TO CHANGE

Planned change

Burnes (2004) describes planned change as consciously embarked upon and directed by an organisation as opposed to change which might be forced on an organisation or might come out by accident. The term was coined by Kurt Lewin in the 1940s and his approach consisted of four interrelated elements, namely Field Theory, Group Dynamics, Action Research, and the Three-Step model of change. Lewin (1963) explains that a change towards a higher level of group performance is often short-lived, so permanency of the new level should be included in the objective of a planned change.

He states that a successful change should therefore include three aspects: unfreezing, moving to the new level, and refreezing group life on the new level. The unfreezing will need a catharsis:

“To break open the shell of complacency and self-righteousness it is sometimes necessary to bring about deliberately an emotional stir-up.” (Lewin, 1963, p.229.)

Planned change may also be referred to as blueprint, top-down, rational, linear, or episodic change. It can also be described as ‘bold stroke’ as opposed to ‘long march’ with the need for periods of revolutionary or transformational change (Hayes, 2007). The Organisation Development (OD) movement built on Lewin’s work and it attempts to deal with or initiate change in organisational cultures through Action Research, which is a collaboration between the change agent (often an external consultant) and organisation members in the belief that members of the organisation should own their problems and be responsible for finding solutions. The approach believes in democratic values, employee participation, and giving staff an effective voice.

The three step model outlined above continues to underpin many models and theories of change management today. Balogun et al (2008), for instance, comment that the concepts of unfreezing and refreezing are still important. However, they prefer to use the terms ‘mobilisation’, ‘move’, and ‘sustain’ or ‘institutionalise’. They refer to the need for a crisis, manufactured, perceived or real, or a ‘burning platform for change’, which is a compelling reason and vision for change, shaking members of the organisation out of their complacency and creating a readiness for change.

There are many models for implementing planned change. Although sometimes dismissed as mere managerialist ‘recipes’, they can be helpful as reference points for thinking about how to carry out change. These models include, for example, the eight steps model proposed by Kotter (1996). The eight steps are derived from observation by Kotter of the eight fundamental and common errors which undermine transformation efforts. The steps are: establishing a sense of urgency, creating the guiding coalition, developing a vision and strategy, communicating the change vision, empowering broad-based action, generating short-term wins, consolidating gains and producing more change, and anchoring new approaches in the culture (Kotter, 1996, pp. 20-23).

The meta-research of Burnes (2004) describes the exploration, planning, action and integration phases of change underlying many models of planned change. Cameron and Green (2005) propose their own cyclical model, which entails establishing the need for change, building the change team, creating visions and values, communicating and engaging, empowering others, noticing improvements and energising, and consolidating (Cameron and Green, 2005, p. 102). Carnall (2003) also proposes a cyclical model with steps including beginnings with raising awareness, focusing including building capability, and inclusion by cascading and rolling out.

The case study of change in this dissertation begins with a planned change in the form of a partial restructure so the research attempts to evaluate whether any of the principles and steps in these models have been applied effectively. There has been significant criticism of theories of planned change, not least from the 1980s onwards. Critics have questioned how it allows for continuous, open-ended change which they regard as necessary to keep realigning to a rapidly changing environment. They also believe that it ignores the importance of organisational conflict and politics. The research in this dissertation will assess whether the initial top-down change was effective and had any impact on the ground.

Emergent change

The emergent approach to change considers that change is ongoing and that it is an unpredictable process of aligning and realigning to a turbulent environment (Burnes, 2004). Gradual change might be achieved through a process of continuous adjustment with change evolving, a cumulative effect on work processes and social practices through improvisation and learning (Hayes, 2007).

Context and situation, environment, and the desired depth and speed of change are all important factors. The approach to change must be carefully chosen on the basis of analysis of the situation and available resources with the ‘ambidextrous’ organisation able to manage both incremental and transformational change simultaneously and/or sequentially (Dunphy et al, 2007). Sometimes significant results can be achieved by small interventions. Possible benefits of incremental change are seen as the development of small wins, building momentum, support and capability, making

positive culture changes, improving efficiency and performance, and potentially encountering less resistance. The case study for this dissertation includes an attempt to encourage or stimulate emergent change following a partial restructure and so the research will also assess whether this has been effective.

Complexity theories are concerned with how order is created in dynamic, non-linear systems (Burnes 2004). They propose that change is complex and messy and that there is an inter-relatedness of individuals, groups, organisations, and society. Understanding the role of power and politics is important and the struggle for domination is a central feature. Processual analysts such as Dawson (2003) and Pettigrew (cited in Buchanan and Boddy, 1992) set out a perspective which recognises competing narratives and multiple histories leading to ongoing reshaping of change. This considers politics, context and substance of change and believes that power, politics and change are inextricably linked (Buchanan and Badham, 1999). Politics are both internal and external and may be subtle and below the surface, context is internal and external with competing histories, and substance includes scale and scope, defining characteristics, and timeframe. Change cannot be viewed as a single event or discrete series of episodes and there is often no clear start or finish. Dawson (2003) uses detailed longitudinal fieldwork so as to move beyond snapshot accounts of radical change. However, he states that the processual perspective should not be given an 'emergent' label. It neither views non-linear dynamics of change as only evident in a turbulent environment nor entirely rejects the notion of planning. Change is unpredictable though and needs to allow for unexpected twists and turns, omissions and revisions.

Chaos theory has also been proposed to understand change in the belief that effective organisations operate at the edge of chaos pursuing ongoing improvement by a process resembling self-organisation in nature. This has been described as:

“The science of complex, dynamical, non-linear, co-creative, far-from-equilibrium systems.” (Fitzgerald, 2002, p.339)

Fitzgerald (2002) regards chaos as the science of 21st century management. The five core properties which he describes are consciousness, connectivity, indeterminacy, emergence, and dissipation. He believes that understanding the application of chaos theory will assist the manager to cope with and comprehend the challenge of profound change in the increasingly turbulent global marketplace.

More recently, some have explored discourse and organisational change. Discourse analysis can reveal the important role of discourse in the social construction of organizational change and demonstrate how the meaning attached to change initiatives comes about through a discursive process of negotiation amongst key actors (Grant et al, 2005). Research points to the importance of narrative, language, image, signs, and symbolic patterns, the role of actors and construction of their identity, and the need to recognise that meanings are not universally shared (Grant et al, 2005). Oswick and Grant (2005) argue in support of a more dispersed, continuous change orientation with an emphasis on the management of meaning as opposed to the management of change.

Planned change may be possible and necessary, but is likely to be unpredictable and messy and there is no ideal approach. Organisations need to improve continuously to adapt to the changing environment and command and control management will not be effective in allowing this to happen. The research will examine these issues and the potential multiple perspectives on the changes in question.

Individual, group or organisational change and depth of change

There are three main schools of thought underpinning approaches to change management distinguished by their respective concentration on the individual, group, or organisation (Cameron and Green, 2005, and Burnes, 2004). To change individuals it is important to create a desire for change and remove complacency but also to reduce anxiety. This approach believes that people want to develop themselves. Options include the use of training and learning, getting reward strategies right, linking goals to motivation, and understanding the emotions and cycle which individuals will go through when experiencing change at varying times and different rates, for example, moving through denial, loss, and anger, to acceptance.

Approaching change at a team or group level may be more effective. However, there is a need to understand culture, values, ambiguity, and role conflict. Work to bring about change may involve group forming, norming, storming and performing, but management teams are more likely to emphasise the business case for change and close things down early rather than keep options open (Cameron and Green, 2005). Cameron and Green (2005) state that there is a real lack of authoritative research on the interplay

between organisational change and team working. Change at an organisational level uses different metaphors for the organisation, such as machines or political systems, and various models and recipes for implementing change as set out above, none of which can be described as wholly effective. The Open Systems school stresses the importance of looking at the organisation in its entirety (Burnes 2004). It understands the organisation to consist of interconnected sub-systems open to and interacting with each other and the external environment. The emphasis is on overall synergy and change needs the cooperation and consent of groups and individuals who make up the organisation. It views training as a potentially important mechanism for change, but one which is unlikely to succeed on its own without tapping into the talent and energy of the workforce.

As well as the level of change, there is the need to consider the depth and frequency of change and the internal and external environment. Burnes (2004) outlines three main types of change which are: incremental, with individual parts of an organisation responding incrementally and separately to one problem or goal at a time; punctuated equilibrium, with evolution through relatively long periods of stability punctuated by short bursts of revolutionary change; continuous transformation, with organisations continuously aligning to their environment.

Some writers refer to strategic change, which is a description of the magnitude of change in, for example, structure and organisational culture, recognising the second-order effects or multiple consequences of any such changes (Buchanan and Boddy, 1992 quoting Pettigrew). The term “transformational change” has also been used widely to describe fundamental redefinition of the organisation or some significant aspect of it, such as a new definition of the business, a new strategic orientation or realignment, a new structure, significant change in the workforce skill or profile, and/or a substantive change in corporate culture (Dunphy et al, 2007).

2.3 RESTRUCTURING

Mullins (2008) sets out that objectives of structure can be summarised as to provide economic and effective performance, monitoring of activities, accountability, co-ordination, flexibility, and social satisfaction of members of the organisation. It includes

the clarification of objectives, span of control and chain of command, degree of formalisation, such as job standardisation, rules and regulations, and professionalism, the degree of centralisation or concentration of decision-making, and the degree of complexity, such as specialisms and diversity of purpose and stakeholders.

As with organisational change, there is no one best way of structuring an organisation. Situational variables include the environment, goals, technology, strategy, size, and age of the organisation. Cameron and Green (2005) summarise types of structure as: entrepreneurial; functional; divisional by product, geography or both; matrix, when there are standard and innovative products or services or stable and changing markets; or dynamic, when there is a need for product or service design or global changing markets. Each has advantages and limitations. An informal structure will always exist as well for work-related and social reasons (Carnall, 2003).

Cameron and Green (2005) outline numerous possible reasons for restructuring, including market conditions or competitiveness, internal improvement, strategy implementation, and ones arising from unforeseen or unplanned change. However, they strongly recommend that restructuring is only carried out as a result of a change in strategy. It needs a clear rationale and should be done in conjunction with parallel changes such as process and culture change. Critical success factors should be established and the risks should be assessed with learning included from previous projects and best practice. Any potential redundancy needs very careful handling with sensitivity to the disclosed and undisclosed emotions involved both for those made redundant and survivors.

Restructuring is often seen as a solution to a variety of issues and is carried out all too frequently without being effective and at great cost to time, morale, and efficiency, at least in the short to medium term. Schwarz and Shulman (2007) state that a pervasive finding in literature on change is that organisations tend to fall back on more of the same, even when they undergo major structural change. It can sometimes bring about change but not always by itself and culture change also needs to be addressed (Mullins, 2008, and Schwarz and Shulman, 2007).

“Major structural change is one of the most disruptive types of change...because it deeply affects the informal organisation, the network of interpersonal relationships and communication that members have established over time.”
(Heffron, 1989, pp. 166-167.)

The partial restructure which is part of the subject of this case study will be examined in the light of these concerns and will consider whether it was justified and effective and what worked well and what did not.

2.4 KEY ASPECTS OF CHANGE

There may be no one best way to manage change which is effective in all situations, but there are certain important aspects of change to consider when attempting to plan or stimulate change. These will now be discussed because the approaches to them are examined in this research.

Culture

Culture may be below the surface but it exerts tremendous power and must be understood.

“Culture is both a dynamic phenomenon that surrounds us at all times, being constantly enacted and created by our interactions with others and shaped by leadership behaviour, and a set of structures, routines, rules, and norms that guide and constrain behaviour.” (Schein, 2004, p.1.)

When managers try to change the behaviour and attitudes of staff, as in this case study, they are likely to encounter inertia or outright resistance, which may seem unreasonable. Leaders must learn to be aware of and decipher the culture of the organisation and groups at the various levels of artefacts, espoused beliefs and values, and basic underlying assumptions (Schein, 2004).

Alvesson et al (2008) warn of ‘hyperculture’, which portrays corporate culture as clear, strong and homogenous, whereas in reality it is often ambiguous in relationship to or detached from the ‘real’ organisational culture. In their view, ‘hyperculture’ typically consists of a set of positive-sounding stated topical values lifted from the business press but decoupled from everyday life.

Occupations and professions will also have their own cultures which will need to be understood, especially if they involve an intense period of education and training with later reinforcement, such as librarianship in this case study.

Schein (2004) believes that culture change in itself is not usually a valid goal but that it will become involved in organisational changes. His key principles are that survival anxiety or guilt must be greater than learning anxiety; the latter should be reduced rather than the former increased by providing a positive, compelling vision, formal and informal training, feedback, positive role models, support groups, reward and discipline systems, and relevant structures; the change goal must be defined concretely in terms of the specific problem to be fixed and not just as 'culture change'; old cultural elements need to be destroyed but new ones will only be learned if new behaviour leads to success and satisfaction; a period of unlearning is always needed which will be psychologically painful. Dunphy et al (2007) describe organisational culture as the glue or the 'way we do business round here' providing the creation and continuity of meaning for members. They state that one of the most powerful ways to create change is to confront, develop or remould core cultural values so that members experience a profound change in understanding and purpose and therefore act differently.

Leadership

The role and quality of leadership plays an important part in change. Leaders need to inspire, sell, mobilise, enable and navigate effectively to make change happen, but leadership is increasingly seen as a team as well as an individual responsibility (Audit Commission, 2001). Leaders need clarity of vision and values, the ability to communicate these by what they say and do, and emotional resilience. There are many competing definitions of leadership but the following is relevant here:

“Leadership is the creation of new realities.” (Dunphy et al, 2007, p.292.)

Leaders need to develop themselves and learn from and admit to mistakes. They need to be aware of and allow organisational members to make progress through the natural process of human adaptation using empathy, encouraging engagement, energising staff, and reinforcing the changes (Marks, 2007.) Leaders are warned not to declare victory prematurely or lose focus, but instead to make change stick starting with themselves,

reinforce appropriate behaviour and performance, and provide training and support (Longenecker and Rieman, 2007).

Participation

It is generally regarded as impossible to impose or enforce change effectively. An entirely top-down approach may lead to unexpected results, inertia, or reluctant compliance at best. Research by Parish et al (2008) demonstrates that antecedents to change such as fit with vision, employee-manager relationship quality, job motivation, and role autonomy all influence commitment to change. Significant affective commitment had the greatest impact on implementation success and improved performance. They refer to other writers who claim that there is a paucity of research on employee reactions to change. This research will attempt to address this area.

When participation is effective it produces beneficial outcomes for individuals and organisations, but authentic participation is needed and individuals need to be prepared adequately to be competent to participate (Pasmore and Fagans, 1992). Some organisations have benefited from creating a critical mass of change actors through provision of space for reflection and dialogue and building networks of change-minded staff (Bruch and Sattelberger, 2001). Great care needs to be taken in designing the social architecture of participation in large groups to effect change so as to prevent splits into a small, active minority and a passive, dependent majority (Gilmore and Barney, 1992, and Axelrod, 1992).

Communication, training and support

Closely related to important aspects of change set out above is the key role of effective communication. Persuasive communication of a consistent change message is required to help an organisation create readiness for a major reorganisation (Armenakis and Harris, 2001). Kotter (1996) describes one of eight common errors in organisational change efforts as under-communicating the vision by a factor of ten or one hundred or even one thousand. He urges those leading change to use creatively every method and vehicle possible to communicate constantly the new vision and strategy, keep the message simple, use metaphor and analogy, and have the guiding coalition role model the behaviour expected of employees. Managers need to align employees' expectations

of the change communication with understanding of the change goal to create change receptivity (Frahm and Brown, 2007). Face-to-face communication is considered to be important to recipients of change and a discourse and dialogue-driven approach to change is often preferable (Frahm and Brown, 2007, and Bruch and Sattelberger, 2001). Communication can play an important role in reducing stress and anxiety about change and responsibility for it should be spread across all hierarchical levels (Marks, 2007).

Training and development are key parts of any change project. This may be in relation to new skills, attitudes and behaviours required, but it also may aim to give staff the understanding and confidence to empower them to pursue continuous improvement (Burnes, 2004, and Kotter, 1996). A comprehensive training programme should be established with systems in place for evaluation and feedback. However, Rusaw (2000) discusses resistance to training and common problems such as the inability to transfer new skills to the workplace, which may stem from a struggle between organisational domination and efforts to emancipate employees.

Change agent

The role and skills of the change agent are crucial in delivering or facilitating change effectively. Some writers find the concept of 'change agency' more valuable than the notion of a singular change agent because change should normally be driven by a 'cast of characters' or change agents to be effective (Buchanan and Badham, 1999). A change agent who is not politically skilled will fail and it is necessary to be willing to intervene in internal political processes, push certain agendas, influence decisions and decision-makers, deal with criticism and challenges, cope with resistance, and maintain one's reputation (Buchanan and Badham, 1999).

“The change agent has to support the ‘public performance’ of rationally considered and logically phased and visibly participative change with ‘backstage activity’ in the recruitment and maintenance of support and in seeking and blocking resistance.” (Buchanan and Boddy, 1992, p.27.)

The change agent must have a two dimensional expertise combining managerial judgement and a tool kit of core competences (Buchanan and Boddy, 1992). The former includes diagnostic skills, judgemental capability, and behavioural flexibility; the latter comprises a series of competences in five clusters concerned with goal setting, role

specification, communication, negotiation, and managing upwards. Balogun et al (2008) emphasise the importance of process skills, such as interpersonal and communication skills, above technical skills, such as planning and budgetary control. They also state that the critical skills are political judgement, building networks or coalitions, and back-stage activity. They stress that change directors need to understand the difficult but pivotal role of middle managers and provide them with the necessary skills and support, because they are the 'shock absorbers' in change who have to look two ways at once and carry out unscripted, unacknowledged and often emotional work. Eriksen (2008) and Saka (2003) find that meaningful organisational transformation does not occur without self-transformation, most importantly of the change agent. Spreitzer and Quinn (1996) found that middle managers with high levels of self-esteem, job affect and social support were more likely to make transformational changes. This case study includes an examination of the role, skills and support given to the change agents.

Resistance to change

Resisting change is a common reaction with the particular form depending on the individual's personality, competing commitments, the nature of the change, attitudes towards it and forces deriving from the group, the organisation and its environmental context. The form of resistance may vary from passive resignation to indifference, passive resistance, and active resistance (Carnevale, 2003). It is a common theme in the literature of change, but it should not always be seen as completely negative and can help to modify and translate the change into something which becomes more effective and workable (Fronza and Moriceau, 2008).

“Much of what we refer to as “resistance to change” is really “resistance to uncertainty.” (Carnall, 2003, p.1.)

Resistance is often believed to be an inevitable human reaction to imposed change, but it may also result from the methods used to effect change and to what may be perceived as cynical use or misuse of grand ideas for personal or group interests (Diefenbach, 2007). It may arise from distorted perception, interpretation barriers, and vague strategic priorities, low motivation for change, and lack of a creative response in the formulation stage, political and cultural deadlocks, leadership inaction, embedded routines, lack of capabilities, and sheer cynicism in the implementation stage (Pardo del Val and Fuentes, 2003). Ford et al (2002) propose that much research ignores resistance as a

socially constructed reality in which people are responding more to the background conversations in which change is being initiated than to the change itself.

Change directors should understand that change creates uncertainty, stress, and anxiety, even for those managing change, and that there is a relationship between self-esteem, performance and stress. People will react and behave differently at different points in the cycle of accepting and adopting change (Carnall, 2003). Managers must combine a number of approaches based on a careful analysis of the situation and as part of a clearly considered strategy (Kotter and Schlesinger, 2008). These approaches include education and communication, participation and involvement, facilitation and support, negotiation and agreement, manipulation and co-optation, and explicit and implicit coercion. This case study looks at resistance to change and how it was handled.

Evaluating the effectiveness and impact of change

Many writers argue that change usually fails to deliver all or most of its intended results and that sometimes aims are unclear anyway. Carnall (2003) proposes a balanced set of thirty two measures across five key areas to evaluate change: people; finance; marketing; operations and service; and corporate or business developments. The public sector Balanced Scorecard can also be used and looks at vision and strategy at the centre and inter-related headings for the perspectives of stakeholders, finance, operational excellence, and innovation and learning, each with key objectives, measures and targets (Johnson and Scholes, 2001).

It is important to try to learn from change and analyse what went right and/or wrong. Change should be assessed against the intended, sustainable outcomes and the desired speed of the change and lessons learnt should be shared (Longenecker et al, 2008). This case study attempts to evaluate the effectiveness of the change and lessons learnt.

2.5 GOVERNMENT POLICIES FOR LIBRARIES

The Audit Commission (2002) set out the long-term decline in visits to libraries and borrowing of books. Causes identified included competition from bookshops and the impact of the end of the Net Book Agreement on prices. It stated that public computers with Internet access offered an important new incentive to visit libraries, but at the same time the Internet provided another source of competition. The Audit Commission report proposed that there was a need to challenge fundamentally why and how library services are provided. Important considerations were cultural barriers to visiting libraries, with the need to change staff attitudes and behaviour, putting the user at the centre of the service, involving staff in planning and service reviews, and addressing the alienation of lapsed and non-users.

DCMS (2003) set out a “modern mission” for libraries promoting reading and informal learning, access to digital skills and services, and measures to tackle social exclusion. This case study examines how the service has tried to meet these aims. Similar themes of the changing environment, increasing and changing user expectations, the need to improve performance, and especially the need to respond creatively to new technology and electronic resources, are raised by many writers on libraries in particular and the public sector in general (Sommers (2005), McConnell (1996), Exworthy and Halford (1999), Melling (2005), Gallacher (1999), and Pugh (2007).

2.6 CONCEPTUAL MODEL

As a result of this literature review, a number of conceptual models were examined.

Kotter (1996) sets out one of the clearest examples of many types of managerial models for planning major change:

FIGURE REMOVED DUE TO COPYRIGHT

Figure 1: Kotter, 1996, p. 21

The process has eight stages, each associated with one of the eight fundamental errors which he believes undermine efforts at transforming organisations. This contains useful advice for managers on trying to overcome inwardly focused cultures and paralyzing bureaucracy. It contains many elements common to change management literature such as the need for a guiding coalition, communication of a powerful change vision, and consolidating gains. However, as Kotter himself says, such diagrams tend to oversimplify reality and he offers the model with some trepidation. Elements of it are useful, but the model will not work in all contexts and cannot simply be adopted by an organisation without much adaptation.

Other models place more emphasis on the emotional and cultural aspects of change and the importance of understanding and working on these. One example is as follows:

FIGURE REMOVED DUE TO COPYRIGHT

Figure 2: “Iceberg of change – levels of mobilisation”. Bruch and Sattelberger, 2001, p. 355

This model recognises the different levels at which change needs to operate and the need for emotional mobilisation and liberation as well as rational mobilisation.

With some similarities, the following model again emphasises the need for awareness of the emotional as well as intellectual levels of change:

FIGURE REMOVED DUE TO COPYRIGHT

Figure 3: Marks, 2007, p.726

This model is also effective for emphasising the need to consider weakening the old and strengthening the new. Empathy includes leaders letting people know that they acknowledge things have been difficult and will remain so at least for a little while longer; engagement involves creating understanding of and support for the need to end the old and accept the new; energy refers to getting people excited about the new; enforcement involves solidifying new perceptions and behaviours. However, neither of these models provide guidance on the choices to be made in the means of approaching change and understanding the context and potential starting points.

The following model emphasises the concept of context-sensitive approaches to change and the use of a 'change kaleidoscope' as a diagnostic framework.

FIGURE REMOVED DUE TO COPYRIGHT

Figure 4: Balogun and Hope Hailey, 2008, p. 63

The authors recognise that there is no one best way to implement change but stress the importance of understanding the internal and external context, carrying out an analysis of needs, using judgement on what is most critical, and deciding which interventions to implement and in what order. The implementation choices include which change path to take ranging from adaptation, reconstruction, evolution to revolution; the change start-point, which may vary from bottom-up to top-down or may involve initial pilot projects; change style can range from education and delegation to collaboration and participation or direction and even coercion; change target may be attitudes and

behaviours or outputs, for instance; change levers can range from technical to political, cultural, and interpersonal but recognise the interdependency of sub-systems; change roles refers to deciding who is responsible for the change, who will be the champion for change and who will be the change agents. This model allows for the choices to be made depending on the circumstances. A final, useful model views change as a cyclical process:

FIGURE REMOVED DUE TO COPYRIGHT

Figure 5: Carnall, 2003, p. 261

This usefully sets out key stages such as awareness, focussing and building capability, cascading, and rolling out, and outlines the steps to consider along the way allowing for the cyclical nature of change.

The model which I propose to test in this research combines several of the features of the models noted above and key aspects of managing and stimulating change identified in the literature review. It attempts to allow for the cyclical nature of change in a

continuous process and the importance of context. There is therefore not intended to be a fixed starting point, because it recognises that an organisation might be required to carry out major planned change or changes but should also aim to facilitate and encourage continuous change and improvement so as to respond to its changing environment. There should be a continual cycle of change awareness, design and evaluation (Carnall, 2003).

Creating change awareness and readiness is required according to Balogun et al (2008). The need to monitor constantly environment and performance derives from Cameron and Green (2005), whilst Schein (2004) and Alvesson et al (2008) stress the importance of fully understanding context and culture, with the latter representing a key factor in the success of change initiatives. Consulting stakeholders and creating change readiness are recommended by Carnall (2003) and Balugon et al (2008). In the design of change, much research has pointed to the importance of authentic participation by all staff in resulting in effective commitment to change, for example, the work of Pasmore and Fagans (1992). Kotter (1996) stresses the significance of setting out and communicating regularly, effectively and clearly an inspiring vision with clear aims. The crucial role and skills needed by the change agents and the need for them to be given power, training and support in addition to them having thorough knowledge of the organisation and effective interpersonal and political skills are described by Buchanan and Boddy (1999). The need to support staff through the often emotional and anxious stages of change, to understand the difficulties and disruption which they may face, and the importance of providing thorough training and development are set out by Schein (2004) and Burnes (2004). The need for evaluation is recognised widely in theory, but it is also acknowledged that it is rarely carried out in practice, although it may often take place informally rather than formally (Sirkin et al, 2005, and Skinner, 2004)). Feedback should be sought actively (Longenecker, 2008, and Skinner, 2004)). Recognising and rewarding successes and innovations are regarded as important and this provides an effective opportunity to communicate positive developments to others so as to encourage wider adoption of and confidence in the changes and spread new ideas (Kotter, 1996).

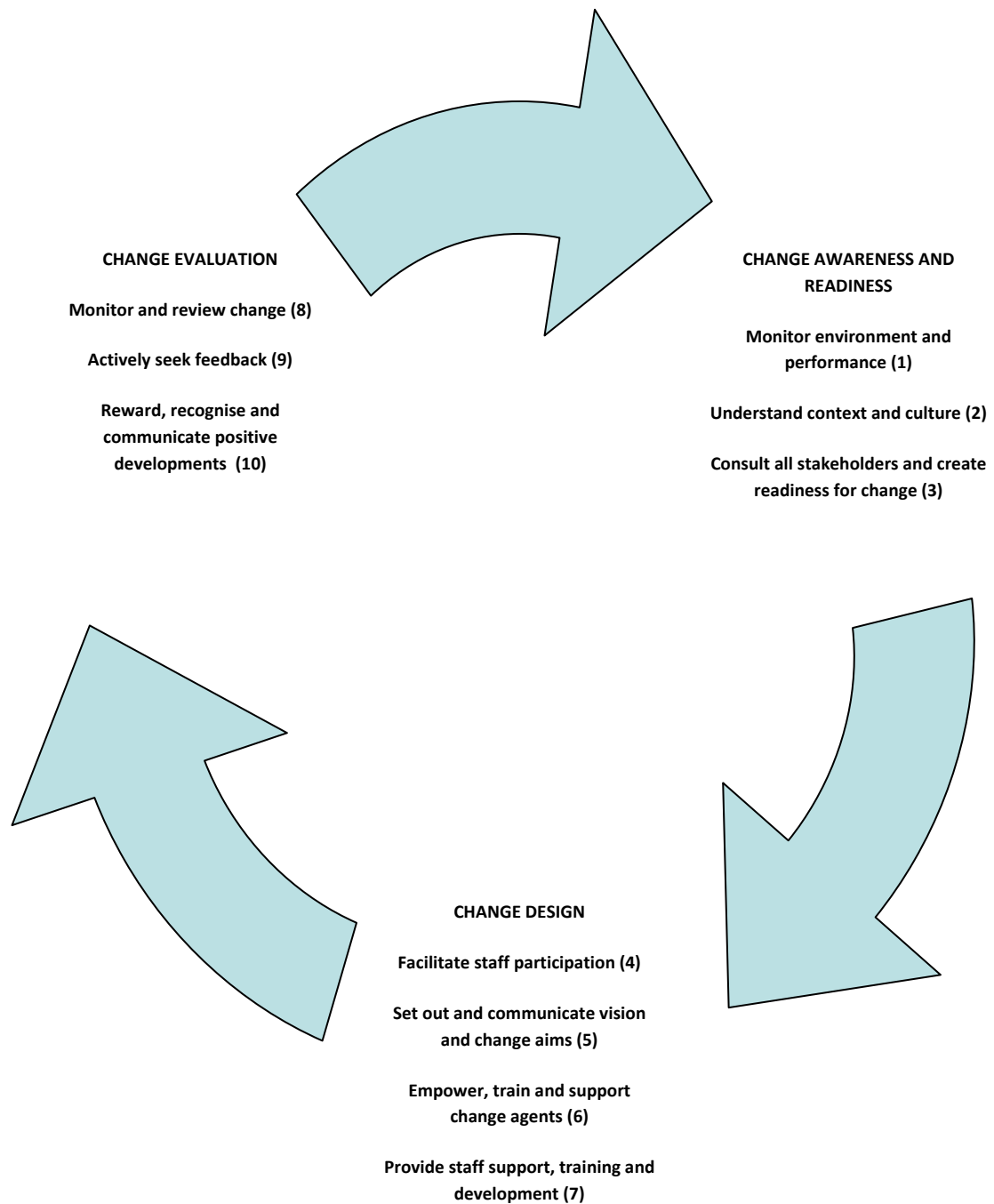


Figure 6: Conceptual model for change management

References: 1. Cameron and Green (2005); 2. Schein (2004) and Alvesson et al (2008); 3. Carnall (2003) and Balogun and Hope Hailey (2008); 4. Pasmore and Fagans (1992); 5. Kotter (1996); 6. Buchanan and Boddy (1999); 7. Burnes (2004) and Schein (2004); 8. Carnall (2003) and Skinner (2004); 9. Longenecker (2008); 10. Kotter (1996)

CHAPTER 3 METHODOLOGY

3.1 Introduction

This chapter will set out the research philosophy and research strategy, discuss methodological considerations and explain and justify the research design, procedures, and instruments. It concludes with an examination of ethical considerations.

3.2 Research philosophy

It is important to set out the research philosophy for this dissertation. Research philosophy relates to the development of knowledge and the nature of that knowledge (Saunders et al, 2007, p. 101). It is necessary to understand the underlying assumptions underpinning the research strategy which, in this case study, is concerned more with feelings and attitudes than absolute hard facts. There are three major ways of considering research philosophy which are epistemology, ontology and axiology. Epistemology relates to what constitutes the acceptable body of knowledge in the field of study. In this research, the literature review reveals that change is often messy and unpredictable and that there are many different views, meanings and discourses regarding change attempts. Epistemology can also be described as the assumptions about the pool of knowledge for a subject based on a particular ontology. Research ontology relates to accepted axioms or 'truths' about a particular subject. In this case, it is considered that change may perhaps be planned and directed in theory but is hard to control and it is difficult to evaluate its impact. Interpretation by participants in the change will inevitably be subjective and there will be many different viewpoints. The ontology in this research is more gnostic or subjective, hidden and ambiguous than orthodox or objective. It leads to consideration of opinions, views, multiple perspectives and stories. A phenomenological or interpretivist stance recognising that reality is socially constructed was taken as opposed to a positivist, realist or critical realist approach. The axiology or personal values for this research regarding the subject of change were that communication with and genuine participation of staff should be highly valued.

3.3 Research strategy

An interpretivist stance is taken, which is defined by Saunders et al (2007) and Fisher (2007) as the epistemological position which advocates the necessity to understand difference between humans in their role as social actors. This seems to be appropriate for assessing a restructure and change among people who will have their own sets of meanings, where there will be multiple narratives and competing histories.

Interpretivism or phenomenology, which is a gnostic or subjective approach as opposed to an orthodox approach, takes the stance that there is no objective 'reality' as such, rather it is something that people form by their interpretation of reality, which is influenced by their values, and by other people's interpretations, and in turn by the compromises and outcomes that develop out of the negotiations between the first two (Fisher, 2007). Using this stance will enable the study of different accounts of change and it requires an empathetic stance. The research approach involves development of a model from the literature, testing of the model, and examination and potentially modification of it in light of analysis of the data. The approach is primarily deductive and involves collection of qualitative as opposed to quantitative data.

3.4 Research design and procedures

A literature review is carried out to understand theories on change management. Models are reviewed and a conceptual model developed for this research. Government policies relating to modernising libraries and Liverpool Libraries documentation are reviewed. This enables investigation of the context, background, aims, approach, and implementation of the changes.

3.4.1 Survey

A self-administered questionnaire is devised to send to all staff who were involved in the restructure and subsequent changes in Community Libraries as change recipients. This provides the opportunity to obtain views from as many staff as possible. The questionnaire investigates opinions on how the restructure and further changes were carried out as experienced and perceived by change recipients. Negative and leading questions are avoided, careful consideration is given to sequencing, clear layout and design, and pre-testing (Proctor, 2003, Jobber, 2004, Fisher, 2007 and Saunders et al,

2007). Likert summated ratings with a five point scale from Strongly Agree to Strongly Disagree are selected so as to obtain information on attitudes.

The themes for the questions are derived from the literature research and resultant conceptual model but only those which could be influenced or experienced by change recipients. The questionnaire is not intended for use with the change director and principal change agent. It includes views on the key aspects of change from the conceptual model namely understanding the vision for change, participation, communication, training, and support. The questions are as follows: to find out about staff understanding of the need for change (Carnall, 2003), views on consultation and participation (Pasmore and Fagans, 1992); inspiration by the vision for change (Kotter, 1996), the effectiveness of communication (Kotter, 1996) and training and development (Burnes, 2004), and the effectiveness and impact of the changes both for themselves and on the service to users (Carnall, 2003, and Longenecker, 2008). An open-ended section allows for expression of views. A final section allows for assessing how representative the respondents are and checking that no sections of staff are omitted. This also enables analysis of the responses in different ways by asking staff for information on grade; gender; length of service; and they type of library in which they are working, which can range from a library which was subject of transformational refurbishment including introduction of self-service for users, or moderate refurbishment, or no refurbishment.

A pilot test of the questionnaire was carried out in February 2009 with five staff at various grades in the target population so as to check understanding and clarify any points which appeared to cause confusion. Feedback included comments that the wording of some questions which required answers about both the restructure and subsequent changes made them difficult to answer effectively. It became clear from this and other documentation that the restructure itself was planned very centrally as a top-down process with very little opportunity for wide consultation, although there had been service reviews involving several staff leading up to this. Also, some stated that the events of 2005 were too long ago to recall very clearly. A decision was therefore made to explore this further in interviews and to re-word the questionnaire so that all staff could contribute from their experiences of change following the restructure and including the programme of refurbishing libraries with accompanying attempts at introducing new ways of working. (See Appendix A for the draft questionnaire,

Appendix B for an example of comments from the pilot test, and Appendix C for the final version of the questionnaire.)

Other feedback from the pilot testing raised issues of the sequencing of questions, which were amended accordingly, for example, by moving the position of the question on vision, and the layout of the questionnaire to make it more readable and attractive, and to try to reduce any ambiguity as far as possible. The time taken for completing the questionnaire was tested and ranged from five to ten minutes. It was decided to allow plenty of space for comments so that staff could expand on their answers and include additional points.

It was feasible to send the questionnaire to all staff in the target population individually by email or internal mail. This removed possible limitations arising from either systematic or random sampling. There had been relatively little staff turnover since 2005 so this provided an opportunity to obtain views from a wide range of staff who were prepared to respond to the questionnaire.

There was a total of 110 full-time equivalent posts in Community Libraries at the time of the survey. This included many part-time and job-share posts including some which were only four or eight hours per week. A very small number of staff were on leave or long-term sick leave at the time and one had left the service. Overall, thirty two questionnaires were sent direct by email to senior staff who had individual email addresses and 100 were sent in hard copy via internal mail to the other staff. These were personally addressed to each member of staff at each library rather than being passed via line managers or via group email addresses. A period of over two weeks was allowed to complete the questionnaires and one reminder was issued at the beginning of the final week.

By the deadline given of 20 March 2009, fifty six completed questionnaires were received. This represents an overall response rate of just over 51% based on the number of full time equivalent posts or just over 42% based on the number of forms distributed.

A breakdown of the questionnaires returned shows a balanced spread of respondents reflecting the composition of the organisation and that there was nothing unusual about those who did not respond:

- there were ten responses from males and forty six from females, which is a reflection of the fact that about four out of five posts are occupied by females;
- the mean length of service for respondents with Liverpool Libraries was twenty one years, reflecting the fact that there is relatively low staff turnover;
- twenty respondents or 36% said that their job title and role had changed as part of the restructure. Therefore, as would be expected, a slightly higher response has been received from those in the thirty three posts directly affected;
- 32% were working in a fully refurbished library with self-service issuing for readers, 32% in a refurbished library, and 30% in a library which had not been refurbished;
- 57% of respondents were Library Assistants paid at Scale 1 to 3, the lowest grade; 25% were Library Managers at Scale 4 to 6; 13% were Library Managers at the larger libraries or professional librarians at the senior officer scale of SO1 to SO2; one respondent was a professional librarian at the principal officer grade of PO1.

The data was entered into MS Excel and interpreted using pivot tables which allows various ways of viewing different questions using different criteria such as grade, type of library, gender, and length of service. The comments made on the questionnaires were also noted.

3.4.2 Semi-structured interviews

Staff were asked at the end of the questionnaire if they were willing to volunteer to be interviewed. Following the return of the questionnaires and some initial analysis, the change director, change agent and five staff at various grades and at different types of libraries across the city were invited to take part in one-to-one semi-structured interviews. This allowed for some cross-validation and the views of a cross-section of staff to be obtained in much more depth in recognition of the limitations of questionnaires as described by Saunders et al (2007) and Fisher (2007), such as misunderstandings or ambiguities in the self-administered questionnaire and an unwillingness to commit comments to writing. The interviews for the change recipients

followed the structure of and issues raised by the questionnaire, but allowed for probing responses and views in more detail, clarifying points raised, and importantly gave interviewees the opportunity to raise points which had not otherwise emerged. Having some structure was found to be useful, but the researcher attempted to remain as neutral as possible and tried to give the interviewee freedom to talk about matters which concerned them most without trying to lead them or offer any opinions. Guidance and awareness of pitfalls with interviewing on this basis raised by Saunders et al (2007) and Fisher (2007) were borne in mind, such as awareness of lack of standardisation leading to possible lack of reliability, interviewee or response bias, and validity and generalisability. Themes for the interviews with the change director and change agent were based on the conceptual model and were sent out in advance (see Appendix D).

As well as taking notes, a cassette recorder was used to record interviews with the full permission of the interviewee. This did not appear to distract or concern any of the interviewees. Listening back to the recordings helped significantly in filling in gaps in notes.

Just over one hour was needed for each interview. They were carried out in locations which the interviewees suggested and were comfortable with. This involved travelling to the libraries of the staff concerned and using their office spaces or going to the offices of senior managers in the city centre. This also had the advantage of observing their place of work. Most venues were quiet and it was possible to conduct the interviews without noise or fear of being overheard and without interruption. One interview, that with the change agent, was slightly disturbed by noise from trolleys loaded with books going past the office door at irregular intervals over a parquet floor. Another interview was in an open plan office overlooking the public library area, but there were very few users in the library at the time and there appeared little risk of being overheard.

The interviews carried out were as follows:

1. Change agent, Principal Officer grade, male, interview in office based in Central Library, 26 March 2009, 2 pm
2. Change recipient A, Library Manager, Senior Officer grade, female, interview in office in fully refurbished library, 30 March 2009, 9.30 am

3. Change recipient B, Library Manager, Scale 4 to 6, female, interview in office in fully refurbished library, 31 March 2009, 9.00 am
4. Change recipient C, professional librarian, Senior Officer grade, female, interview in office in refurbished library, 2 April 2009, 9.00 am
5. Change director, Head of Library Service, female, interview in city centre office, 15 April 2009, 2.15 pm
6. Change recipient D, professional librarian, Principal Officer grade, male, interview in meeting room in Central Library, 20 April 2009, 10.45 am
7. Change recipient E, Library Assistant, Scale 1 to 3, interview in office in fully refurbished library shared with a One Stop Shop, 27 April 2009, 9 am

The interviews were transcribed using a combination of notes and recordings and then they were reviewed and analysed.

3.4.3 Liverpool Libraries documentation

Liverpool Libraries documentation was examined from before, during and after 2005 so as to obtain some measure of the impact, effectiveness, and outcomes, if any, of the changes. This included performance indicators such as visits to libraries and book issues, user surveys, and user feedback forms submitted under the Council's "Have Your Say" system for comments, compliments and complaints. This helps to provide some form of triangulation for the findings of the research, but recognises the difficulties with making linkages between changes and performance measures, not least in a local authority environment with multiple stakeholders and complex environmental factors affecting performance. The temporary closure of some libraries during the above period for refurbishment also has to be taken into account.

In addition, there was a considerable amount of documentation available from the change agent relating to service reviews in 2004 preceding the restructure, the process of the restructure itself including council reports, notes of meetings with staff and Trade Union representatives, emails from staff with management replies, recruitment and selection documentation, and full details of programmes of in-house and external training and development delivered to staff.

3.5 Ethical considerations

It is clearly understood from the outset that staff would wish to make comments in strict confidence and a commitment was made to those who completed questionnaires and agreed to interviews that information would remain anonymous and be stored securely and confidentially. This promise has been carefully observed. Those completing questionnaires could return them in hard copy with nothing to identify them and some chose to take this option. Interviewees remain anonymous except for the change director and change agent where this was not possible. The recordings are labelled in such a way that only the researcher knows who the interviewees were.

A neutral stance is adopted as far as possible in the questionnaires and interviews. I was aware that some staff might be suspicious of someone from within Libraries but outside of the Community Libraries staff structure collecting data, but tried to clarify the purpose so as to allay any fears. It was decided to send hard copy questionnaires to all of those staff who did not have personal, individual email addresses so that they could reply confidentially rather than via a group email address and so that there was no reliance on their line manager requesting them to complete a form and perhaps influencing who was selected and their potential responses and return.

The possibility was considered of access to any notes of exit interviews for staff who had left the service since 2005, but this was rejected as potentially unethical and unintended use of the information given at the time.

3.6 Summary

The research philosophy, strategy, design, instruments, and procedures have been set out above. The findings from the survey and interviews will be presented in the next chapter.

CHAPTER 4 FINDINGS

4.1 Introduction

This chapter will begin by giving background information on the organisation which is the subject of the case study and an outline of the key changes which are examined. It will then present patterns of results and an analysis of them for their relevance to the research question and conceptual model. The next chapter will discuss the findings within the context of the literature and draw conclusions.

4.2 Case study background information

Liverpool Library Service is part of Liverpool City Council. It is required to provide a comprehensive and efficient library service under the Public Libraries and Museums Act, 1964. It comprises a Central Library and Archive, twenty two Community Libraries, a housebound and mobile service, prison library, library support service, and an Operational Services team. In 2007/8 there were 2.3 million visits to libraries, 1.8 million loans, 1.1 million enquiries answered, and 660,000 IT sessions. There were 227 full-time equivalent staff posts and a total net expenditure on the service of approximately £12 million.

This case study has investigated the management of change in the Community Libraries in particular from 2005 onwards. At the time of the research, two of the libraries were closed, one (Toxteth) for refurbishment, and the other (Lister Drive) for Health and Safety reasons. A significant ongoing programme of refurbishment has been carried out from 1999 onwards where funding could be obtained. This was often as part of schemes for increasing inward investment and regeneration in deprived areas using European funding programmes. In some cases it was part of sharing library premises with Council One Stop Shops, or Learning Centres, or part of a schools PFI scheme, or from within Council budgets. Five libraries were fully refurbished with the inclusion of self-service issuing for readers, whilst seven were refurbished but without self-service issuing. Also, from around 2002 onwards, the People's Network of a large number of government-funded public computers with free Internet access was rolled out to all libraries.

An internal review of all aspects of the service was carried out by several small working groups composed of a range of staff from August 2003 to April 2004. A restructure was proposed in October 2004 partly affecting Central Library and the Operational Services team but primarily affecting the staffing of Community Libraries, which was last restructured in 1993. (See Appendix E for a copy of the internal report on the restructure.)

The restructure was implemented in early 2005. About thirty three staff in Community Libraries were directly affected. Five levels of library were introduced based on the size of the library and range of services. A new career structure was introduced for non-professional staff with pay graded according to responsibility. The post of Library Manager was created to replace the post of Library Supervisor and to deliver all aspects of day to day library management. All staff at this level had to apply for these posts and all except one were deliberately moved from the library where they had previously been based often for many years. The professional librarian posts were also altered and all staff at this level had to apply for new posts of which there was a reduced number. The aim was to release their time from day to day operations management so as to concentrate on delivering specialist services.

Recruitment and selection for staff directly affected were carried out under Council policies and procedures based on applications and interviews in a competitive process. Once appointed, the Library Managers all received intensive training in management skills and in a programme entitled “New Ways of Working”. All staff including front-line staff were also consulted on and given intensive training to encourage the “new ways of working” if and when their library was transformed or fully refurbished. This was to include more proactive and friendly support for customers, taking responsibility for all aspects of editing stock, proactively assisting customers using IT, encouraging the use of self-service machines for issuing and returning books, putting on activities for children, and improved presentation and book displays. Staff counters in public areas were deliberately reduced in size so as to encourage staff to “walk the floor” and any back-office work was only to be carried out in work rooms which were away from public view.

At the time of the restructure early in 2005, the Council also took up a budget option to reduce the budget of Central Library by £1M. Part of the impact of this was to delete the post of Central Library Manager and to re-allocate duties for the remaining senior management team on a matrix basis with cross-working intended to take place along themes of social inclusion and lifelong learning, digital access, reader and stock development, and operational services across both Central and Community Libraries.

4.3 Application of methodology

4.3.1 Survey

By the deadline given of 20 March 2009, fifty six completed questionnaires were received. This represents an overall response rate of just over 51% based on the number of full time equivalent posts or just over 42% based on the number of forms distributed.

A breakdown of the questionnaires returned shows that there was a balanced spread of respondents reflecting the composition of the organisation and that there was nothing unusual about those who did not respond (see Chapter 3.4.1).

The data was entered into MS Excel and interpreted using pivot tables which allows various ways of viewing different questions using different criteria such as grade, type of library, gender, and length of service. The comments made on the questionnaires were also noted.

4.3.2 Interviews

Following the return and initial analysis of the questionnaires, the change director, change agent and five staff at various grades in different types of libraries were invited to take part in one-to-one semi-structured interviews. The interviews were transcribed using a combination of notes and recordings and then they were reviewed and analysed. (See Chapter 3.4.2 for more details of the interviewees and interview process.)

4.4 Findings for the research question

An assessment of the effectiveness of the management of change

A conceptual model is drawn up based on the literature on change management and it is presented at the end of Chapter 2 (see section 2.6). This was used to devise the questionnaire sent to all of the change recipients and the themes for the semi-structured interviews. The findings are now presented.

4.4.1 Change Awareness and Readiness

4.4.1.1 Monitor environment and performance

All interviewees and all of those who made comments on the questionnaires believed that there had been a clear need for change in libraries. According to Libraries documentation, considerable time and resources were spent on monitoring performance against a large number of national performance indicators. These related to use of the service such as visits and book issues, availability of the service such as opening hours and proximity to a library, and costs. The national downward trend in use and therefore upward trend in cost related to use was reflected locally. All interviewees were fully aware of the government's priorities set out in FFF. The change agent also referred to his experience of working on various regional library initiatives and projects which had given him a wider perspective and new ideas over a long period. He referred to the service review in 2004 bringing staff together for their ideas on change, although he stated that there had been no deliberate external consultation as part of it. However, he said that, whilst there were many motives behind the restructure, improving performance directly was not expected to be a key, direct outcome.

The change director stated that she also wanted to remove geographical divisions around Central Library and Community Libraries, adopt the matrix management, flatter structure and de-layering approach then being taken up throughout the Council, free up senior managers' time from dealing with minor operational matters, form an Operational Services team, make supervisors become managers and take more responsibility for day to day running of libraries, meet the Public Library Standards of the time and improve performance, and update the Community Libraries structure and job descriptions. Financial savings were not a requirement of the restructure as a budget option. She had also wanted to restructure Central Library at the same time but the Central Library Manager refused to cooperate.

Change recipient B said: "I was more than aware of the need for changes. I was aware of a big decline – something had to change or we would have been obsolete." Change recipient A commented: "I think they did need to do something – libraries weren't really going anywhere, with a lot of staff not really knowing their roles." Change recipient C said: "Everyone was feeling that libraries were old-fashioned at the time... We knew about FFF... my secondment to the Chief Executive Office made me aware of the move away from bureaucracy to self-empowerment. Libraries were very bureaucratic at the time."

However, in answer to the first question in the survey, the overall response to awareness of the need for change was not so clear with only 46% strongly agreeing or agreeing:

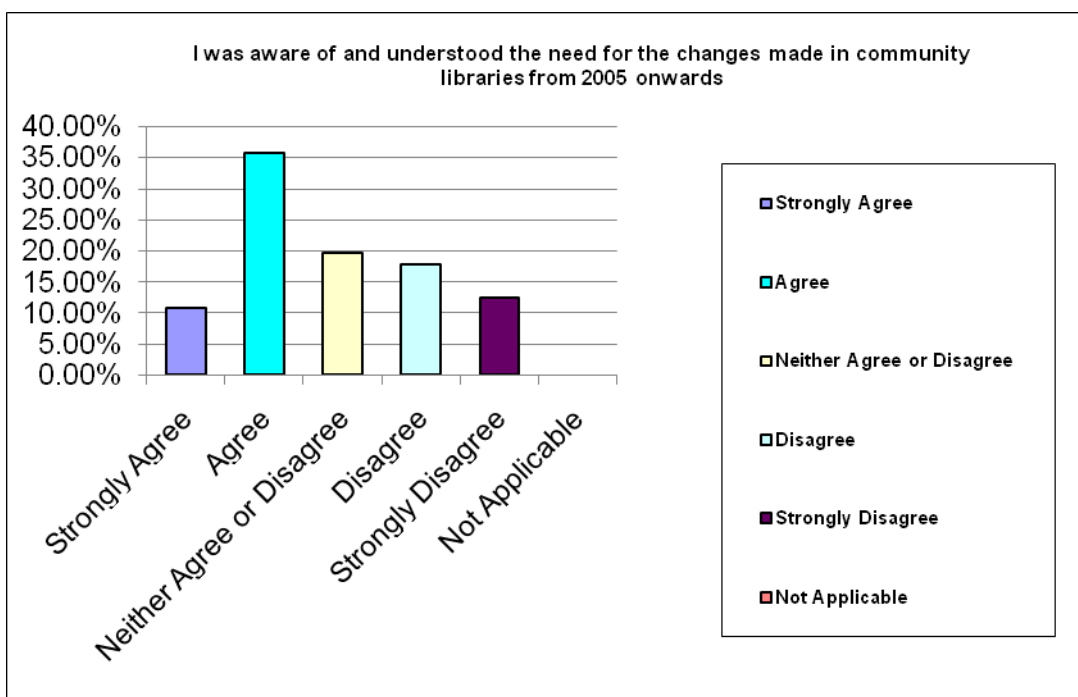


Table 1: Overall results on awareness and need for change:

Strongly agree	10.71%
Agree	35.71%
Neither agree nor disagree	19.64%
Disagree	17.86%
Strongly disagree	12.50%
Not applicable	0%

This is more marked when only the responses of Library Assistants, staff on the lowest grade, are included, with just over 28% strongly agreeing or agreeing:

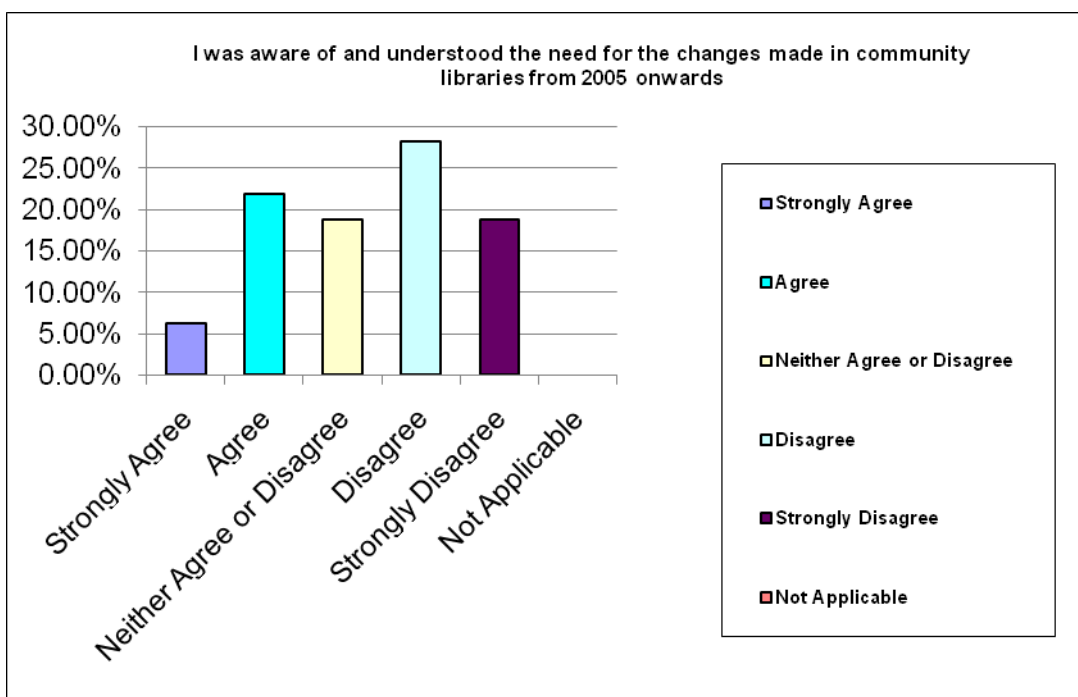


Table 2: Results for Library Assistants on awareness and need for change:

Strongly agree	6.25 %
Agree	21.88 %
Neither agree nor disagree	18.75 %
Disagree	28.13 %
Strongly disagree	18.75 %
Not applicable	0%

Change recipient E, a Library Assistant, said: “I was not particularly aware of the need for change – I was at the bottom of the structure – I wasn’t really aware of performance issues.”

In spite of the fact that all interviewees accepted that there had been a need for change, most recalled that there was considerable shock when the first details of the restructure were made known. The anxiety created for those directly affected, who would have to move location and apply for fewer jobs than had existed before, caused a lot of distress and in some cases anger. All change recipients also spoke about the abrupt ending of often longstanding formal and informal relationships in groups and the time needed to form new relationships. This blocked out all messages about the thinking and vision behind the changes and staff could only focus on the selection procedures until appointments were made and they began to accept their new roles. Both the change director and change agent expressed their surprise at this, especially because they felt that offering promotion and increased pay to some and more of a career structure for all would be regarded favourably and positively.

4.4.1.2 Understand context and culture

The change director and change agent were asked about this aspect of planning and preparing for change. Both referred to being aware of national and regional developments regarding libraries through reports, taking part in collaborative projects, and talking with colleagues elsewhere. They were also aware of changes in public demands, needs and expectations. The change director pointed out the significant changes which were taking place in the Council with a new Chief Executive and Executive Management Team starting in 1999 and moving towards greater customer focus, less bureaucracy, and less working in “silos”. She was aware though that however passionate, long-serving and devoted library staff are and however much they say they welcome change, “they do not really like it” when it comes along.

The change agent believed that many practices in libraries had been overtaken and made unnecessary because of new technology and further changes were coming, for example, with the advent of self-service issuing for readers. He also felt that the culture in which pay did not fairly reflect responsibility and the sharp division between professional staff and non-professional or unqualified staff had been “most offensive”. He saw the changes as providing a career structure for unqualified staff, with training and reward

relating to the amount of responsibility which they had. The changes were aimed to encourage new technology to be adopted more emphatically. Physically re-locating staff who had often been in the same library for many years was a deliberate attempt to break some of the existing customs, practices, habits, and routines.

4.4.1.3 Consult all stakeholders and create readiness for change

According to Libraries documentation and interviews with the change director and change agent there was a certain amount of consultation. This was not specifically undertaken with external stakeholders although feedback comes through regular user surveys and library staff working with many different partner organisations. A service review in 2004 had involved a range of staff at different grades. The change agent said that he had put forward his own ideas at the time and they met with no objections from other staff involved.

The change director pointed out that the restructure had to be carried out strictly within Council procedures, so management prepares a proposal and a set amount of time is allowed for formal consultation with staff and trade unions. She said that the unions in particular refuse to be party to developing a proposal, but will ask to comment on it when it is put forward. She said that there was face to face communication and copious documentation when the restructure was announced.

Change recipients believed that the restructure was proposed as a top-down initiative and that they had little opportunity to shape it. The change recipients did state that where a library was part of the “transformation” programme for full refurbishment with self-service issuing then all staff were consulted.

The overall response to the second statement in the survey about consultation was as follows:

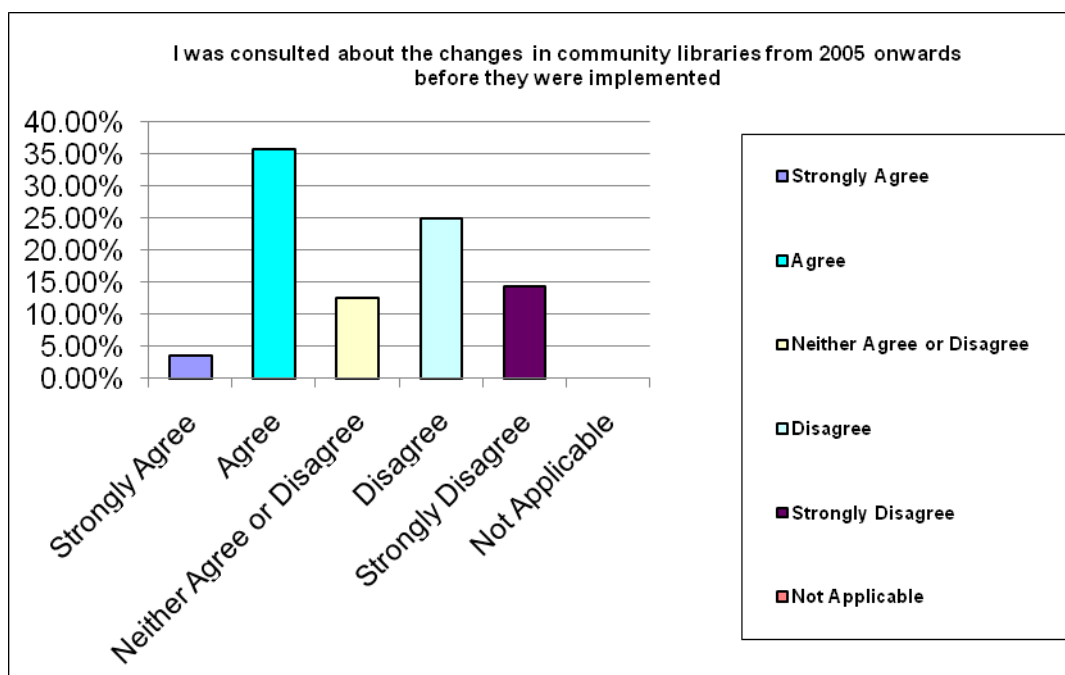


Table 3: Overall results for consultation on changes:

Strongly agree	3.57 %
Agree	35.71 %
Neither agree nor disagree	12.50 %
Disagree	25.00 %
Strongly disagree	14.29 %
Not applicable	0%

This shows that just over 39% of all staff strongly agreed or agreed that they were consulted before changes were implemented. This figure drops to just over 28% for Library Assistants only, but increases to over 55% for all staff working in a fully refurbished library and to 65% for staff whose job role and title were changed.

4.4.2 Change design

4.4.2.1 Facilitate staff participation

In response to the third statement in the survey about the opportunity to participate in planning and developing changes, the overall result was as follows:

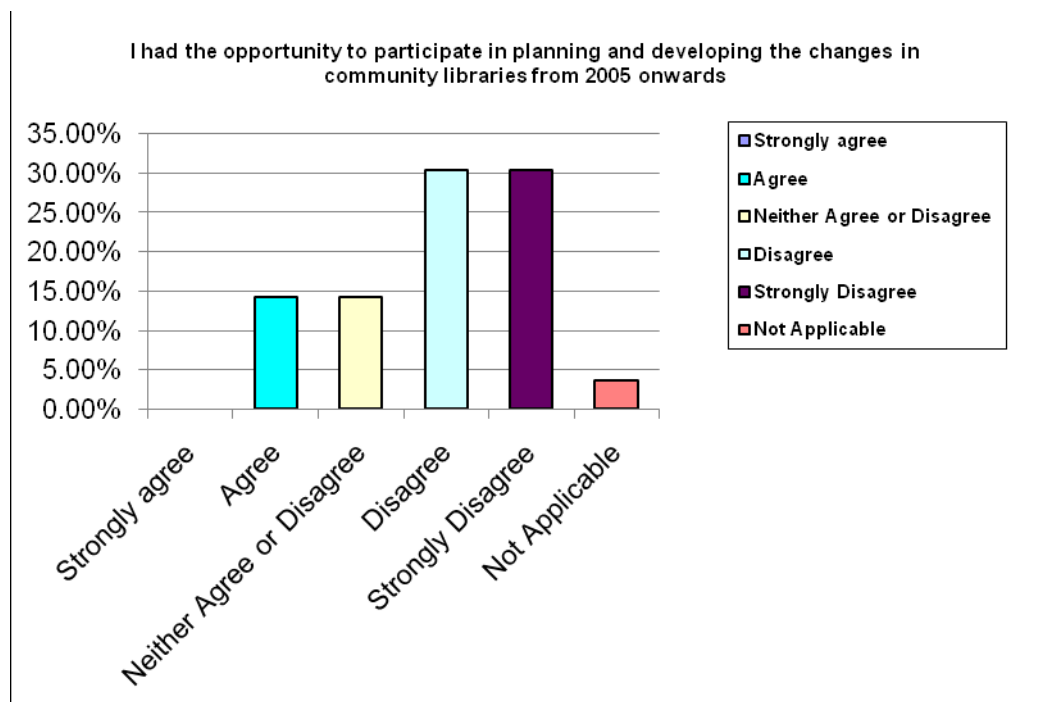


Table 4: Overall results for participation:

Strongly agree	0 %
Agree	14.29 %
Neither agree nor disagree	14.29 %
Disagree	30.36 %
Strongly disagree	30.36 %
Not applicable	3.57 %

No staff strongly agreed with this and just over 14% agreed. No staff in a fully refurbished library strongly agreed and only just over 11% agreed. No Library Assistants strongly agreed and just over 6% agreed.

One change recipient said that she and her colleagues had been given every chance to participate in planning the full refurbishment of their library and praised the change agent for his considerable time, support and encouragement. The others did not believe for various reasons that they had been able to have much chance to participate in planning changes, but they acknowledged that sometimes this was simply to do with timing and circumstances.

The change director referred to the service reviews before the restructure in which staff were encouraged to participate, although she felt that some were reluctant to take part because they were suspicious about the possible outcomes. When a library was to be fully refurbished all staff were involved and they were taken on visits to libraries in other authorities where they could observe new facilities and talk to staff about new ways of working. The change agent said that it was often difficult to engage Library Assistants who could be anxious and fearful initially.

The change director also pointed out that many of the refurbished libraries were funded as part of joint or wider schemes for a local community in which the library was often seen as only a minor partner with what were perceived to be obvious requirements. This could reduce the opportunity for staff and wider participation and consultation. Change recipient E confirmed this in the case of the library in which she worked being refurbished as part of the inclusion of a Council One Stop Shop. The latter controlled the funding and so almost entirely dominated the planning.

4.4.2.2 Set out and communicate the vision

All interviewees referred to the government document FFF as providing the overarching vision for the changes rather than any clear vision created locally. The change recipients stated that the fear and anxiety when the restructure was first announced made it impossible for anyone to listen to or understand anything other than the procedures for applying for posts. When staff directly affected had been appointed to their new posts, a meeting was held at which the vision was explained by the senior management team and further developed with the staff. Change recipient B was very inspired by the new ways of working and the freedom which it gave her and her staff to be more proactive as part of the fully refurbished library and change recipient D said that “it helped focus and develop key aspects of the service... it was easy to understand and explain to staff and partners”, but others could not recall being inspired at all.

The change agent stated that a vision for the restructure was set out which included freedom for individual development and freeing up professional staff time to concentrate on specialisms and individual strengths. He was aware that qualified librarians were more accepting of this than others. The vision for “new ways of working” was made clear when a library was to be transformed as part of the refurbishment programme. The change director believed that as much as possible was done to get across the vision. She said that she made a point of personally fronting staff meetings during the restructure herself with all of the senior managers to show a unified team. The overall survey result for the fourth statement on the questionnaire about being inspired by the vision for the changes was as follows:

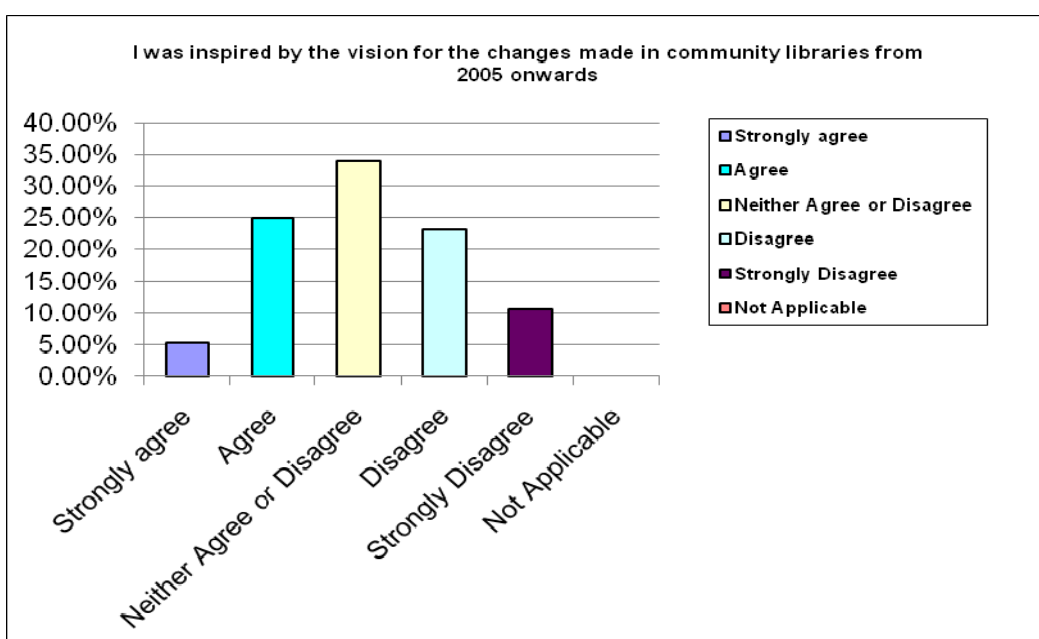


Table 5: Overall results for inspiring vision

Strongly agree	5.36 %
Agree	25.00 %
Neither agree nor disagree	33.93 %
Disagree	23.21 %
Strongly disagree	10.71 %
Not applicable	0%

Just over 28% of all respondents strongly agreed or agreed that the vision was inspiring. Just under 19% of Library Assistants strongly agreed or disagreed. However, 50% of respondents whose job role and title were changed strongly agreed or agreed.

4.4.2.3 Set out and communicate the changes

The overall response to the fifth statement in the questionnaire concerning effective communication of the changes was as follows:

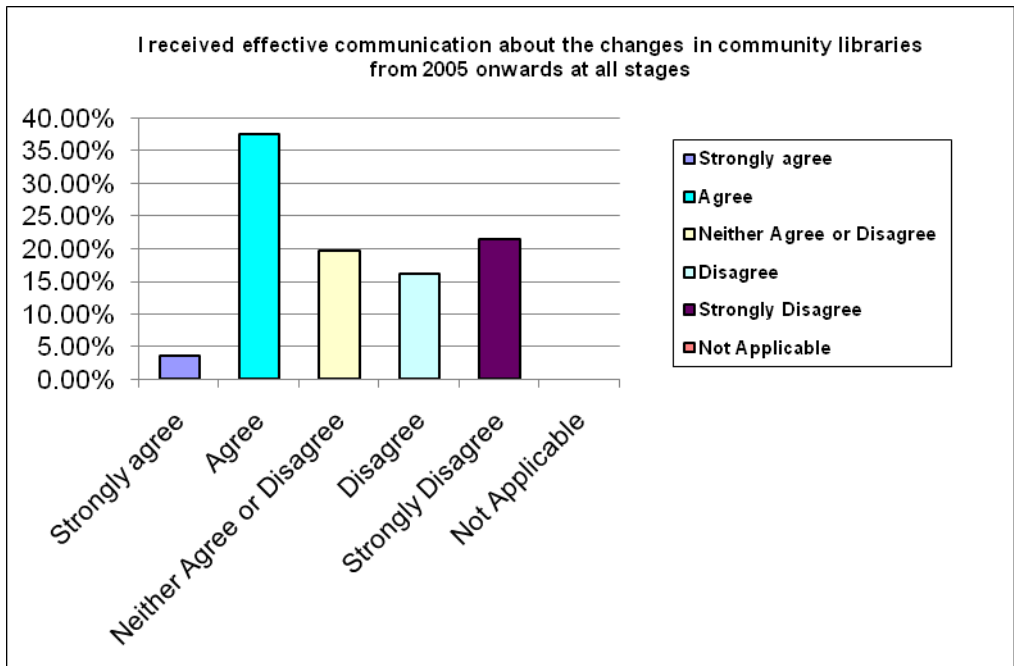


Table 6: Overall results for effective communication of the changes:

Strongly agree	3.57 %
Agree	37.5 %
Neither agree nor disagree	19.64 %
Disagree	16.07 %
Strongly disagree	21.43 %
Not applicable	0%

41% of all staff strongly agreed or agreed that communication was effective. There were no significant differences in responses between staff in different types of libraries.

There was a marked difference again with Library Assistants with none strongly agreeing to the statement and only just under 22% agreeing. However, 80% of those staff whose job role and title were changed strongly agreed or agreed (10% strongly agreed and 70% agreed).

The staff directly affected commented that the communication of the restructure proposals and principles was very thorough. Change recipient B said that the communication was “excellent, there was no other word for it, we may not always have liked it but were always told with full explanations and justifications given.” The communication involved two major meetings, which were fully documented, and the opportunity to email the change director with questions or ask questions of the change agent. Notes of all questions and the responses were circulated to everyone affected. However, cascading of information by line managers was said to be uneven. Change recipient A believed that information on procedures for applying for new posts was not absolutely clear and so some staff did not realise that they had to treat a statement of expression of interest in a post as a full job application with a lot of supporting details. She also, like other change recipients, expressed her shock at how tough the interview process was, especially because like many others she had not been through a formal procedure like that for many years and was unused to competitive interviews. She felt that some good and able people lost out to less capable but more self-confident staff because they were not fully prepared and supported. She felt that references and second opinions should have been sought for cross-checking and that the process was misleading and unfair.

Most change recipients said that the information provided both in writing and verbally was very thorough and open and everything that was stated was carried out to plan. The change director and change agent emphasised the Council procedures which they had to adhere to and the amount of documentation provided. They felt that they had responded openly to all questions about the restructure. Change recipient B who was based at a library whilst it was being fully refurbished spoke very highly of the effectiveness of communication from the change agent.

4.4.2.4 Empower, train and support change agents

It became clear at a very early stage in the research that the restructure, training programme, and projects for transforming libraries through the refurbishment programme relied very heavily on just one change agent. He had considerable experience and knowledge of managing Community Libraries which he felt had mainly equipped him for this considerable task, but he received no additional training and still had his main management role to carry out at the same time. Initial support with the Council processes, staff meetings and funding agencies was given by the change director, but the change agent faced a huge workload. Support from the Council's Human Resources section, for example, was limited to advice because HR responsibility had been devolved to line managers. The change agent said that he worked seventy eight hours per week with sixty hours in the office and the rest at home for a long period.

In his view, implementing the changes was made more difficult for him when he felt that his day to day understanding and contact with developments and staff in community libraries were reduced as part of the move to matrix management for the senior managers early in 2005. He believes that the matrix management approach has had many disadvantages with ambiguity and some confusion for all concerned. At the end of the interview he expressed anger and disappointment: "I felt angry at the time that such an awful lot of work was done and staff taken to hell and back – but it was strangled ... the changes are now eclipsed by other matters...I just feel slightly saddened that the restructure never had the chance to flourish."

Change recipients confirmed the amount of work which fell to the change agent. Initially, they said that he had to face hostility from those staff who were directly affected, but they believed that he always responded fully and openly. In the case of transformed libraries, Change recipient B expressed her admiration for his unflagging support and commitment.

The change director explained that the restructure was a top-down process and as staff were appointed they were expected to be instrumental as change agents working with the principal change agent and assisting with recruiting, inducting, training and supporting the next tier of staff. The extensive training programme for library managers was intended to equip them to stimulate and spread further change, but those at a more

senior professional level such as Change Recipients C and D said that they received no specific training.

4.4.2.5 Provide staff support and training

In answer to the sixth statement on the questionnaire regarding effective training and development to understand and implement the changed ways of working, the overall response was as follows:

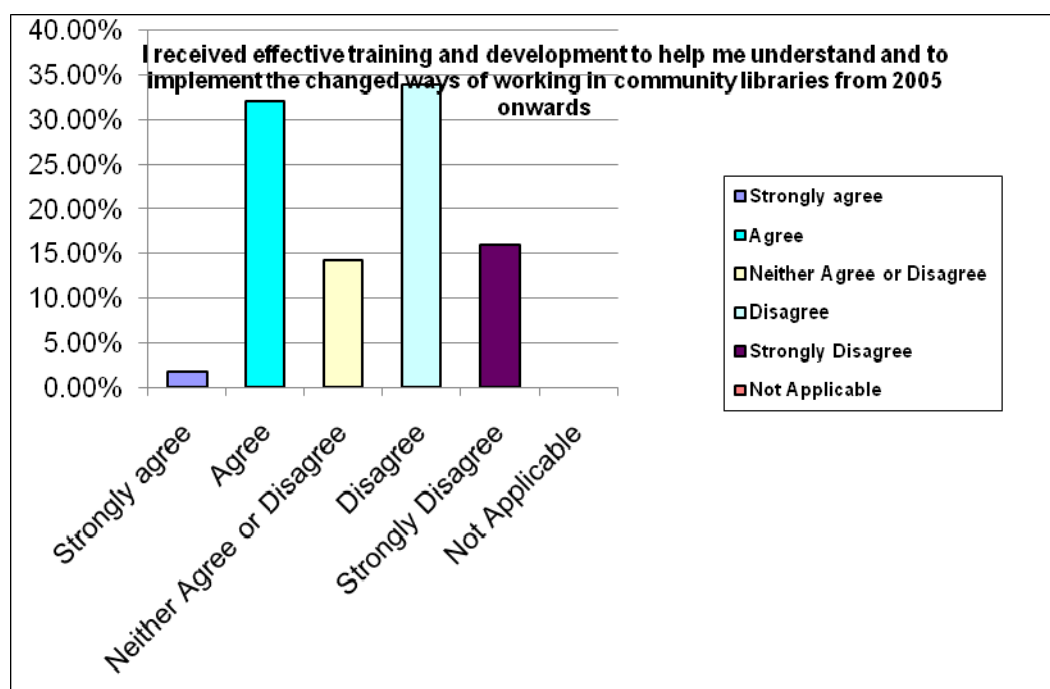


Table 7: Overall results for effective training and development:

Strongly agree	1.79 %
Agree	32.14 %
Neither agree nor disagree	14.29 %
Disagree	33.93 %
Strongly disagree	16.07 %
Not applicable	0%

Nearly 34% of all staff strongly agreed or agreed that there had been effective training and development. Again, a different picture emerges from the survey for those staff whose job role and title were changed with 65% strongly agreeing or agreeing. Results for Library Assistants only show that none strongly agreed and only about 18 % agreed.

Library documentation reveals that a considerable amount of thought, time and effort were put into a training programme (See Appendix F). Initially, an intensive programme was delivered to library managers whose job role and title had changed and then training in “new ways of working” was also targeted at staff in refurbished libraries whilst being gradually rolled out to other frontline staff. The change recipients interviewed who became library managers expressed their appreciation of the training programme although they said that a lot of training was compressed into a relatively short six month period making it difficult to absorb fully. Change recipient B remarked that: “There was shed loads of training!”

This included generic management skills and training in “new ways of working.” Some of the training was delivered by external trainers and the response to the quality and inspiration of these sessions was very positive. Libraries documentation shows that there were “Library Vision Sessions” for library managers “exploring new ways of working by putting customers at the heart of what we do.” “Positive Management and Leadership” sessions included the need to “deliver the vision, make things happen, lead on performance, champion team working, create a learning culture, and pioneer new approaches...” There was a training course entitled “Presenting Your Library” “to make staff more aware of changes and improvements in library design and presentation... and to be aware of new ways of working...” One part of this course was entitled “Brave New World.”

The change agent was primarily responsible for planning this programme and he delivered some of the training himself. He also mentioned that joint training was given to staff where the library was being co-located with another service, such as One Stop Shops, so that each party had a better mutual understanding of their services. In addition, he pointed out that European Computer Driving Licence training was gradually being delivered to all staff. Change recipient E also commented favourably on the frontline training delivered online.

Professional librarians who moved to more specialist roles did not appear to receive any specific training. Change Recipients C and D, for example, said that this was the case and that those staff had struggled because they had been expected to find their own way but also in turn to train library managers.

4.4.3 Change evaluation

4.4.3.1 Monitor and review change

It became clear from all interviewees that there had been very little if any time specifically spent on monitoring, evaluating or reviewing the changes. The change director said that “we were due for a six month review – the trade unions always demand it but it is not required according to procedures...we did not look at it – you are on to the next set of initiatives... formally, no it was not reviewed, informally, yes, all of the time though with managers reporting back...usually all of the problems...which needed action.” She went on to say that some staff took to the changes well and the restructure itself she felt went smoothly.

She said that she believes there are three types of performance changes to assess, first, in relation to outputs of libraries where the changes made no discernible difference but not unexpectedly; second, in relation to staff capacity and capability and she believed staff embraced the new role of library manager; and third, the management team as a whole where library managers followed the new ethos behind the restructure. The latter she said was a “tremendous success but RT (the change agent) says it was a failure with everyone reverting to the old way of working, unsure where to report, but I completely discount that.” She acknowledged that the extent of changes in working by staff very much depended on their personality and preferences in the parts of the job which they favoured carrying out.

The change agent did indeed express different opinions in his interview. He said that : “My job has changed – there is no ownership any more of this... dislocation – it is off the agenda of the change director now with other priorities – evaluation should have happened but hasn’t- I carried out a survey of staff relating to frontline training and those in transformed libraries for feelings before and after – they went from anxiety and suspicion before to feeling more comfortable after but they hate the smaller staff desks – staff in general are very good but some are conservative in their outlook, quite fixed -

they still like to sit behind desks, see it as a safety point, their territory... the level of business is also a factor relating to floor-walking – it is often not busy enough to make floor-walking useful... Providing workrooms behind the scenes has been useful though, leaving reception desks much tidier and staff can do some tasks in there without interruption... This approach is not encouraged by librarians who have gradually detached themselves from the operational element and just go about their own specialisms.”

The change recipients, particularly those whose jobs were changed to library manager roles, were generally very positive about the adoption, implementation and effect of the changes. Change recipient B said that “I have completely changed – I was always positive but I was limited in what I could do – now I am thinking of more things and have opened up to new ideas... I am happy to let my staff use their own ideas... only one member of staff struggles and finds it difficult to let go of old routines... but she does join in.” However, they were often unclear about the exact roles and work carried out by the specialist librarians.

The change recipients who were professional librarians also generally felt that the changes had been adopted and effective for library managers and library assistants, but they believed that they themselves had become somewhat isolated with communication breaking down. They mentioned some confusion with matrix management. They also expressed in interviews and comments on questionnaires that the fact that the changes had been made in Community Libraries but not in Central Library had presented difficulties of alignment, communication and co-operation across the service.

In terms of performance indicators, the change agent believed that: “The rate of decline has slowed down or reached standstill– for example, with book issues the decrease is down to about 2% p.a. as opposed to 6% p.a.; visits are still in decline but the rate of decline has slowed down; IT usage is also down; we have to bear in mind increasing online use and transactions such as via Liverpool Direct and the fact that some libraries are closed, for example, Toxteth for redevelopment. Some libraries are just in freefall like Great Homer Street.” This is borne out by Libraries documentation on performance indicators, which shows a gradual decline (see Appendix G). User surveys show a positive increase in ratings (see Appendix H). There is little of note in the recording of comments, compliments, and complaints under the formal Council ‘Have Your Say’

system (see Appendix I). There was an overall decline in compliments and comments from 2003 onwards, but an increasing proportion of compliments relating to staff.

In response to the seventh statement in the questionnaire about changing ways of working, the overall result was as follows:

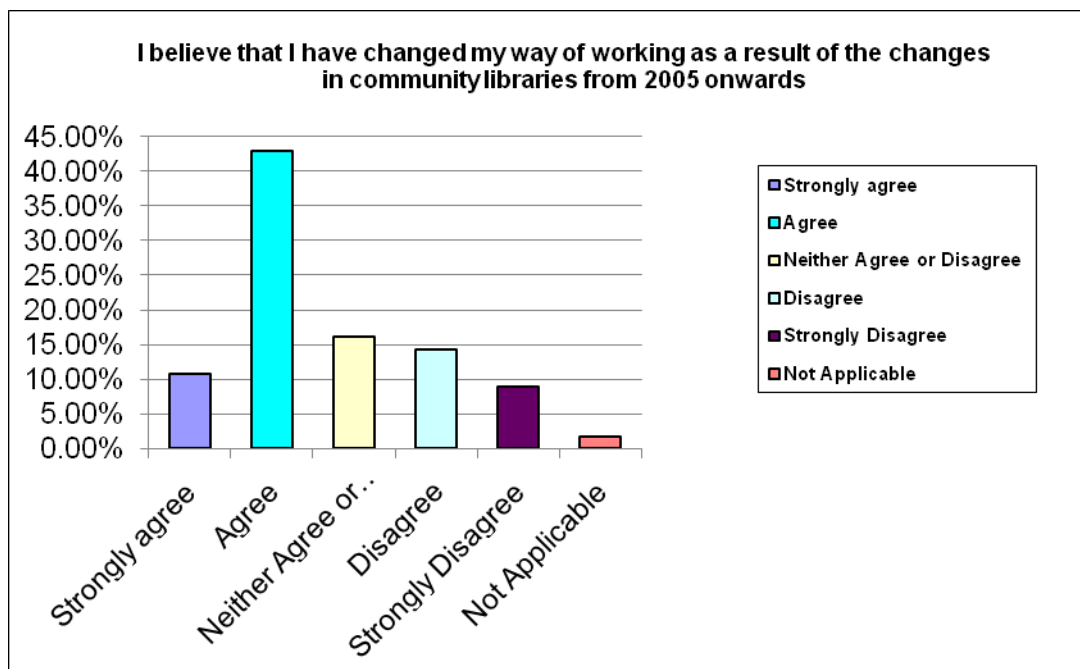


Table 8: Overall results on changing my way of working

Strongly agree	10.71 %
Agree	42.86 %
Neither agree nor disagree	16.07 %
Disagree	14.29 %
Strongly disagree	8.93 %
Not applicable	1.79 %

About half of all staff (53.57%) strongly agreed or agreed that they had changed their way of working. This increases to 85% when only applied to staff whose job role and title were changed.

Overall results for the eighth and final statement in the questionnaire “I believe that the changed ways of working have had a positive impact on the service to customers...” were as follows:

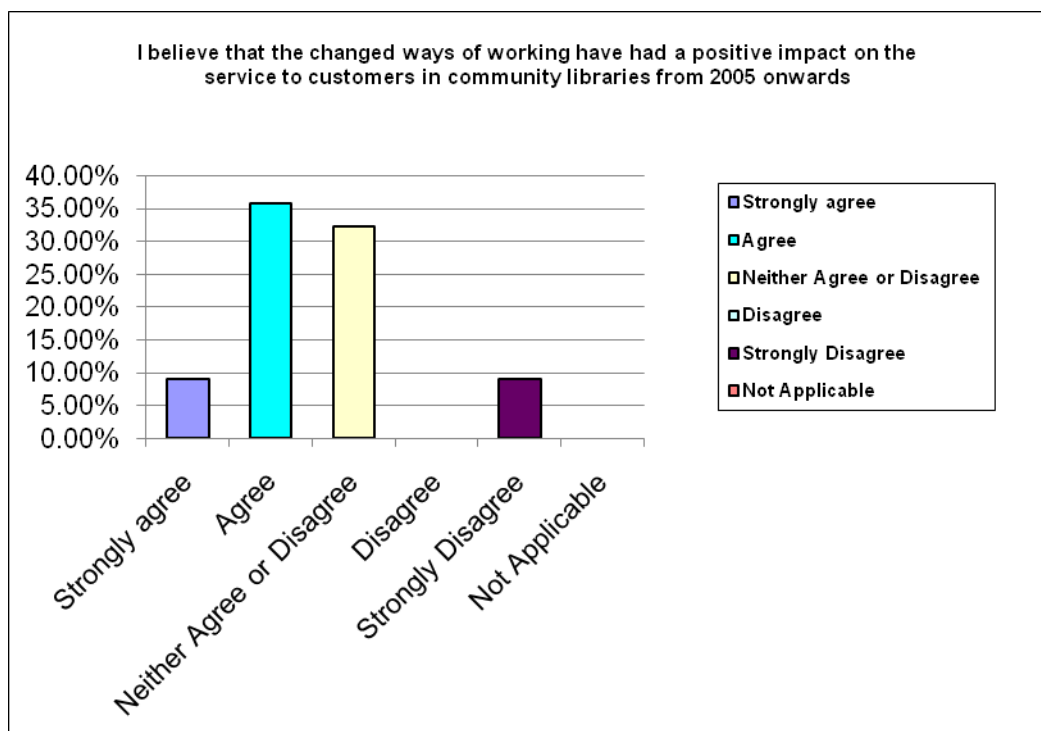


Table 9: Overall results on changed ways of working having a positive impact on the service to customers:

Strongly agree	8.93 %
Agree	35.71 %
Neither agree nor disagree	32.14 %
Disagree	0 %
Strongly disagree	8.93 %
Not applicable	0%

About 44% strongly agreed or agreed that there had been a positive impact on the customer service. This increases to 65% for staff whose job role and title were changed. Change recipient A mentioned that about 90% of users had made positive remarks in a comments book opened following refurbishment of the library. However, she believed that staff were under enormous pressure in that library and morale was low there. She pointed out that most problems revolve around IT. In addition, she said that a lot of users had deliberately resisted using the self-service issuing machines because “they thought it was a way of getting rid of staff.” They also often had various different transactions to make and the machines or tags in the books did not always work. Change recipient D questioned the cost effectiveness and benefits of the self-service machines and felt that they reduced valuable interaction with users.

4.4.3.2 Actively seek feedback

The change director said that feedback was not actively sought centrally or via a survey or large staff meetings, but rather was given through team or divisional meetings. However, she said that there was not much feedback unless a big problem surfaces. When asked about seeking feedback actively, the change agent said: “Yes, for before and after views of Scale 1-3 staff in transformed libraries. But my change of job in early 2005 taking full effect officially from July 2005 means I have been detached and didn’t have responsibility any more, I was no longer Community Library Manager, although I saw through training and library development projects. The service management team did not oversee culture changes – there was a lack of time, lack of priority – the changes lacked importance and the focus moved elsewhere.” Change recipients had very mixed views on this.

4.4.3.3 Reward, recognise and communicate positive developments

The change director commented on the positive external perception of changes from librarians and officials visiting from other authorities and via formal schemes such as Beacon Council. However, she said that although this positive impression from outside was communicated it was difficult to convey it to staff who often remained negative. She said that libraries were often recognised in national library awards, that staff who had performed well were nominated to attend special recognition lunches with The Lord Mayor, which they seemed to appreciate, and that any compliments were recognised and emails would be sent to individual staff to thank them.

The change agent commented that no reward or recognition were given to staff. He said: “The £1M budget savings for Central Library announced in early 2005 was a huge shock and took away attention as did the proposed major PFI redevelopment of Central Library. There was not enough encouragement to staff- no celebration, praise or recognition....Each time a new library opened there was a launch – but ...not praise (from above)... it matters to them – for example, the recent visit (to some libraries) by the Chief Executive to give an update on Council performance was surprisingly well-received, they liked to get some attention – it should be done more often.” Change recipient A said that senior managers would make or pass on favourable comments on the library when visiting and give positive feedback. Change recipient C, a professional librarian, commented that for the qualified librarians there was now “no scope for career progression – we are limited by our specialisms.”

4.5 Summary

The key findings from the survey and interviews have been presented in this chapter. They will be discussed with reference to the literature and conceptual model in the next chapter and conclusions will be drawn.

CHAPTER 5 CONCLUSIONS

5.1 Introduction

This chapter will evaluate the methodology, draw conclusions about the research objectives and research question, and discuss limitations and opportunities for further research.

5.2 Critical evaluation of adopted methodology

The intention of the survey was to obtain an overview of opinions from as many change recipients as possible to relevant aspects of the conceptual model, to allow staff to volunteer to be interviewed, and to use the results to inform those interviews. However, there was a slightly disappointing number of respondents to the questionnaire. This might have reflected the fact that the researcher was based in Central Library and not in the Community Libraries so was unfamiliar to many of the staff spread across twenty two libraries around the city. In spite of explanations of the purpose of the survey and guarantees of confidentiality, there might have been a reluctance to commit views in writing or even suspicion about the potential use of the results. It became apparent that there exists a distinct divide perceived by many staff between Community Libraries and Central Library. In addition, in spite of refinement following pilot testing, it is possible that some respondents understood the survey to be about the restructure only and indeed some commented that events seemed to have taken place some time ago and memories of them were fading.

The response rate may also have reflected the fact that most non-professional and non-supervisory staff were not directly affected by the restructure and subsequent changes unless their library was fully refurbished, so they may have felt that the questions were not relevant for them. Some unexpected but minor problems with responses arose from the same staff working at two or more different types of libraries on different days of the week and also one who worked in two different roles at two different grades at two different libraries on a job-share basis.

It was decided to allow plenty of space at the end of the questions for comments to give respondents the opportunity to expand on their answers and raise additional points. As is often the case in practice, this option was not taken up by as many staff as hoped for. Ten respondents out of fifty six or 18 % made use of this but only for brief remarks. This might be a reflection of the typical shortcomings of self-administered questionnaires, with busy staff simply taking time to tick boxes and no more, or perhaps it was a reflection of mistrust of how the written information could be used or maybe it showed a lack of understanding of the purpose of the questionnaire.

The interviews appeared to be effective. They allowed for clarifying the purpose of the research and giving interviewees the opportunity to raise any issues which they considered to be relevant. With the benefit of hindsight, perhaps the survey could have been omitted or simplified allowing more time for further interviews. Nevertheless, arranging the interviews was difficult in view of the pressures on everyone's time and especially because many staff were operational in a public service environment.

5.3 Conclusions about the research objectives

5.3.1 To understand and critically reflect on the theory and literature regarding the management of change

The research has shown that planned change takes place and can sometimes of necessity be top-down and allow little time for consultation and participation (Burnes, 2004; Hayes, 2007; 4.2, 4.4.1.3 and 4.4.2.1). Restructuring can have multiple aims (Mullins, 2008; 4.2 and 4.4.1.2) but will be disruptive, cause initial severe anxiety, and deeply affect the informal organisation (Heffron, 1989; 4.4.1.1 and 4.4.2.3). Even the beneficiaries and survivors of a restructure may perceive unfairness much to the surprise of senior management and show emotions such as guilt at benefiting or surviving whilst others lose out (Cameron and Green, 2005; 4.4.2.3, Change recipient A). The partial restructuring appears to have been effective in many ways and achieved several of its aims with those directly affected, but it may not in itself produce all of the intended results and changed ways of working (Mullins, 2008; 4.4.3.1 and tables 8 and 9). Attempts to encourage emergent change at individual, group and organisation levels are also made (Dunphy et al, 2007; 4.2 and 4.4.2.5) but there will be mixed results, multiple histories and competing narratives (Dawson, 2003; 4.4.3.1, tables 8 and 9).

5.3.2 To investigate the background, aims, and implementation of the management of change in Liverpool's Community Libraries from 2005 onwards

The background included a long-term local and national decline in use of libraries with a consequent increase in costs in relation to performance (4.2). The aims were to address this and to encourage “new ways of working” especially as set out in government policies (Audit Commission, 2002; DCMS, 2003). Other aims included adopting matrix management, adapting to changes in the Council's management style, responding to the use and advantages of new technology, providing an improved career structure with greater day to day management responsibility for library managers, freeing up senior management time to devote to more strategic issues and professional librarian time for various specialisms and more proactive promotion of the service, making best use of the opportunity to refurbish several libraries, and reducing costs (4.2 and 4.4.1.1). The implementation involved a partial restructure, refurbishment of more libraries, and an extensive training programme (4.2 and 4.4.2.5). There were overlapping and sometimes mixed aims and objectives with multiple narratives and viewpoints and the changes cannot be viewed as a single event with a clear start or finish (Dawson, 2003; 4.4.2.4 and 4.4.3.1).

5.3.3 To examine the impact, effectiveness and outcomes of the changes in Liverpool's Community Libraries from 2005 onwards

Libraries documentation fails to show any significant impact of the changes on performance (4.4.3.1 and Appendices G to I). There appears to have been a reduction in the rate of decline of use of libraries but there is difficulty in linking this to the changes either directly or indirectly (1.3 and 4.4.3.1). The change director has a positive view of the impact of the changes although she recognises that the depth of change for individuals depended very much on personality and preferences. The change agent on the whole disagrees and believes that results of the partial restructure especially were very mixed (4.4.3.1). The change recipients whose job role, title and location were changed and who received intensive training generally believe that the changes have produced a very positive impact on their and their colleagues' ways of working and the service to customers. Change recipient B, for example, was particularly enthusiastic and strongly believes that her approach to work has been transformed and that she feels empowered. Other change recipients were less positive and this mixed picture is

reflected in the survey results (tables 8 and 9, 4.4.3.1). Change recipient A mentions a very positive response from customers in a comments book following the refurbishment and introduction of self-service and new ways of working in the library (4.4.3.1).

5.3.4 To draw conclusions on the effectiveness of key aspects of change management with reference to theory and Liverpool's Community Libraries

The literature review has led to the development of a conceptual model which informed relevant questions in the survey for change recipients and the interviews (2.6).

Change awareness and readiness need to be in place and the environment and performance need to be constantly monitored (Kotter, 1996 and Balogun et al, 2008). Most interviewees recognise that change had been needed and was in many ways long overdue but this was not so evident in the overall survey results (4.4.1.1 and tables 1 and 2). Where 'unfreezing' was deliberately carried out by forcing staff to apply for new posts at new grades with new responsibilities, moving their locations and/or refurbishing their libraries, there was a much greater understanding, support and acceptance of the need for change demonstrating that removing complacency to mobilise staff can be effective (4.4.1.1; Lewin, 1963; Balogun et al, 2008). However, there was no compelling 'burning platform for change' and no mobilisation across the whole service at all grades of staff in all locations (Balogun et al, 2008; 4.4.1.1) which may have perhaps led to wider acceptance of the need for change and may have led to the climate needed to engender continuous change. Context and culture were indirectly considered by the change director and change agent but there was not a concerted attempt at culture change throughout the whole organisation at all levels (4.4.1.2; Schein, 2004). Those responsible for planning the changes believed that some consultation had been carried out within the constraints of procedures and circumstances but change recipients mostly disagreed (4.4.1.3 and table 3). More time allowed for this might have yielded greater commitment to the changes.

With regard to change design, participation of staff in planning changes was recognised to be very limited (4.4.2.1 and table 4) even though the literature strongly supports this as a means of creating more staff support for change and as a way of encouraging staff to produce further, ongoing change using their own initiative (Parish et al, 2008; Bruch and Sattelberger, 2001). This may explain the partial commitment to the changes in the case study, but it is perhaps surprising in view of this that so many staff feel that they

have changed their way of working (4.4.3.1 and table 8). Interviewees agree that an overarching vision for change had been provided by referring to the government's FFF (DCMS, 2003) rather than by a locally created vision. They found this useful but not necessarily inspiring (4.4.2.2 and table 5). Those directly affected by the restructure were much more aware of this and responded more to the changes so far more attention might have been paid to developing and communicating the vision to all staff (4.4.2.2; Kotter, 1996). Communication of the restructure procedures and new ways of working in refurbished libraries was regarded as very thorough by most involved but generally communication of the changes was not as effective or persuasive as the literature recommends (4.4.2.3; Armenakis and Harris, 2001; Frahm and Brown, 2005; Bruch and Sattelberger, 2001; Marks, 2007; Kotter, 1996). There appears to have been little attempt to recognise the role of discourse and for the leaders to manage meaning and create new realities (Dunphy et al, 2007, and Grant et al, 2005; 4.4.3.2 and 4.4.3.3).

The changes appeared to rely very heavily on one change agent who had considerable experience, but became disillusioned with some aspects of his role during the process partly because of the change in his own job title and role (4.4.2.4). This is contrary to the ideal proposed in the literature and more time, energy and support given to him and other potential change agents might have produced greater results (Balogun et al, 2008; Kotter, 1996; Buchanan and Boddy, 1992; Eriksen, 2008; Saka, 2002; Spreitzer and Quinn, 1996). There was an expectation from the change director that other staff would act as change agents but the results of this were unclear and may explain why not all staff understand or fully support all of the changes and go on to create further change (4.4.2.4; 4.4.3.1). Considerable attention, time and resources were devoted to a training programme for staff, especially for the Library Managers and also for staff whose libraries were refurbished (4.4.2.5). Most change recipients interviewed considered this to have been very effective, especially those whose job roles were changed and who received specific attention. Professional librarians stated that they were not provided with any specific training and support and that they had therefore struggled to cope. The survey results show mixed views (4.4.2.5; table 7) which do not quite match the theoretical ideal (Schein, 2004; Burnes, 2004; Kotter, 1996) but reveal problems raised by Rusaw (2000).

Relatively little formal evaluation of the changes had been carried out supporting the views expressed in Andrews et al (2008) and Skinner (2004). Views on impact tended to be subjective and based on impressions from a distance or indirect communication (4.4.3.1). Change recipients whose job role and location had changed and who received a considerable amount of training and attention from senior managers generally regarded the impact to have been very positive, which might be expected and possibly shows the benefit of 'unfreezing' and of paying attention to training and support. Professional librarians expressed a feeling of isolation, lack of communication, some confusion arising from matrix management, and difficulties because Central Library had not been changed concurrently and that there was therefore a lack of alignment (4.4.3.1). Other staff also expressed some confusion and lack of clarity about the precise roles carried out by the librarians (4.4.3.1). Library Assistants, even though the frontline staff with most direct customer contact, seem to be least affected and moved by the changes and their responses to the survey were overwhelmingly more negative than other staff, probably reflecting the fact that they received least attention in communication, training and support, unless the library which they work in was refurbished. This appears to reflect the concentration on a particular group of staff rather than also working at individual and organisation levels (Burnes, 2004; Cameron and Green, 2005). Nevertheless, overall survey results on the impact on ways of working and consequent impact on the service to users were surprisingly relatively positive (Tables 8 and 9).

Feedback relating directly to the changes was not actively sought (4.4.3.2 and Skinner, 2004). The change director stated that positive developments were recognised and communicated, but the change agent disagreed and change recipients had mixed views (4.4.3.3). It appears that more attention could have been paid to this as recommended in the theory so as to reinforce the changes and new ways of working and to encourage further, emergent change (Kotter, 1996; Carnall, 2003; Marks, 2007; Longenecker and Rieman, 2007).

5.4 Conclusions about the research question

This research has involved an assessment of the effectiveness of the management of change in Liverpool's Community Libraries. It is clear that the findings can only relate to this one case study organisation at one point in time and cannot be generalised. The conceptual model developed from critical reflection on the literature was used to inform the research instruments. It has been found that all key points in the model were considered to a greater or lesser extent by those involved in designing and carrying out the changes as discussed above, but with a generally lower level of emphasis than recommended by the literature. The model is intended to allow for the cyclical nature of change and to be applied continuously with no fixed start point and, therefore, could be seen as relevant in this case study which involves overlapping changes with multiple aims and objectives. The model is intended to be applicable for both planned and emergent change, both of which were attempted in this case study. The model appears to be relevant and useful to draw attention to key aspects in change management, but is not likely to be universally applicable and does not necessarily prove itself to be more effective than any similar models. It cannot be established from this case study alone that more attention paid to these key aspects, such as participation and training, would have produced greater results.

5.5 Limitations

As stated above (5.4), this research only relates to one case study organisation at a set point in time and cannot therefore be generalised to apply to other parts of the organisation, the organisation as a whole, or other types of organisation. The research would need to have been carried out over a longer period of time to gauge the full impact of the changes. The processual analysts of change, for example, believe that detailed, longitudinal fieldwork is required so as to move beyond snapshot accounts of change (Dawson, 2003). A larger number of respondents and interviewees may have produced different results of course.

5.6 Opportunities for further research

As set out above (5.5), there would be scope for extending this research in the case study organisation into a detailed, longitudinal study as the effect of changes possibly spreads, staff responses develop, and as further changes are introduced. The research could also be replicated in other sections of the whole organisation or other organisations for comparison. It could also be of interest to compare different case studies where there has been different emphasis on the key aspects of change from the conceptual model.

BIBLIOGRAPHY

Abrahamson, E. (2000). Change without pain. *Harvard Business Review*, July – August, pp. 75-79.

Alvesson, M. and Sveningsson, S. (2008). *Changing Organizational Culture. Cultural change work in progress*. London: Routledge.

Andrews, J., Cameron, H., and Harris, M. (2008). All change? Managers' experience of organizational change in theory and practice. *Journal of Organizational Change Management*, Vol. 21, No. 3, pp. 300-314.

Anonymous. (2007). Barriers to innovation. The right attitude and metrics. *Strategic Direction*, Vol. 23, No. 4, pp. 33-35.

Argyris, C. and Schön, D.A. (1978). *Organisational Learning: a theory of action in perspective*. Reading: Mass, Addison-Wesley.

Armenakis, A.A. and Harris, S.G. (2002). Crafting a change message to create transformational readiness. *Journal of Organizational Change Management*, Vol. 15, No. 2, pp. 169-183.

Audit Commission. (2001). *Change Here! Managing Change to Improve Local Services*. London: Audit Commission.

Audit Commission. (2002). *Building better library services*. London: Audit Commission.

Axelrod, D. (1992). Getting everyone involved: How one organisation involved its employees, supervisors, and managers in re-designing the organisation. *The Journal of Applied Behavioral Science*, Vol. 28, No. 4, pp. 499-509.

Bacharach, S.B., Bamberger, P. and Sonnenstuhl, W.J. (1996). The Organizational Transformation Process: The micropolitics of dissonance reduction and the alignment of logics of action. *Administrative Science Quarterly*, 41, pp. 477-506.

- Bakewell, K.G.B. (2005). Book review: Coping with continual change: change management in SLIS Proceedings of the European Association for Library and Information Education and Research (EUCLID) and the Association for Library and Information Science Education (ALISE) Joint Conference, Potsdam, 2003. *New Library World*, Vol. 107, No. 11/12, pp. 557-561.
- Balogun, J. and Hailey, H.V. (2008). *Exploring Strategic Change*. (3rd ed.) Harlow: FT Prentice Hall.
- Barner, R. (2008). The dark tower: Using visual metaphors to facilitate emotional expression during organizational change. *Journal of Organizational Change Management*, Vol. 21, No. 1, pp. 120-137.
- Beer, M. and Eisenstat, R.A. (1996). Developing an organization capable of implementing strategy and learning. *Human Relations*, Vol. 49, No. 5, pp. 597-619.
- Beer, M., Eisenstat, R.A. and Spector, B. (1990). Why change programs don't produce change. *Harvard Business Review*, November- December, pp. 158-166.
- Beer, M. and Nohria, N. (2000). Cracking the code of change. *Harvard Business Review*, May – June, pp. 133-141.
- Bennis, W. and Nanus, B. (2005). *Leaders: strategies for taking charge*. (2nd ed.) New York: Harper Collins.
- Boddy, D. (2008). *Management. An Introduction*. (4th ed.) Harlow: FT Prentice Hall.
- Boyatzis, R.E. (1994). Sustainable intentional change. *Journal of Management Development*, Vol. 25, Issue 7, guest editorial.
- Boyatzis, R.E. (2006). An overview of intentional change from a complexity perspective. *Journal of Management Development*, Vol. 25, No.7, pp. 607-623.
- Boyatzis, R.E. and Akrivou, K. (2006). The ideal self as the driver of intentional change. *Journal of Management Development*, Vol. 25, No.7, pp. 624-642.
- Brophy, P. (2004). *The People's Network: Moving forward*. London: Museums, Libraries and Archives Council.

Bruch, H. and Sattelberger, T. (2001). The turnaround at Lufthansa: Learning from the change process. *Journal of Change Management*, Vol. 1, No. 4, pp. 344-363.

Buchanan, D. and Badham, R. (1999). *Power, Politics and Organizational Change. Winning the turf game*. London: Sage.

Buchanan, D. and Boddy, D. (1992). *The Expertise of the Change Agent. Public Performance and Backstage Activity*. London: Prentice Hall.

Burnes, B. (2004). *Managing Change. A Strategic Approach to Organisational Dynamics*. (4th ed.) Harlow: Pearson.

Cameron, E. and Green, M. (2005). *Making sense of Change Management. A Complete guide to the Models, Tools and Techniques of Organizational Change*. London: Kogan Page.

Carnall, C.A. (2003). *Managing Change in Organizations*. (4th ed.) Harlow: Pearson – FT Prentice Hall.

Carnevale, D.A. (2003). *Organizational Development in the public sector: Essentials of public policy and administration*. Oxford: Westview Press.

Carr, A. (1999). The psychodynamics of organisation change. Identity and the “reading” of emotion and emotionality in a process of change. *Journal of Managerial Psychology*, Vol. 14, No. 7/8, pp. 573-585.

Child, J. (2005). *Organization: Contemporary Principles and Practice*. Oxford: Blackwell.

Christensen, C.M. and Overdorf, M. (2000). Meeting the challenge of disruptive change. *Harvard Business Review*, March-April, pp. 66-76.

Church, A.H., Siegal, W., Javitch, M., Waclawski, J. (1996). Managing organizational change: what you don’t know might hurt you. *Career Development International*, 1/2, pp. 25-30.

Clegg, S., Kornberger, M. and Pitsis, T. (2005). *Managing Organizations. An introduction to theory and practice*. London: Sage.

Collins, D. (2003). Fixing the language of change? A response. *Journal of Organizational Change Management*, Vol.16, No.5, pp. 584-590.

Dannemiller, K.D. and Jacobs, R.W. (1992). Changing the way organizations change: a revolution of common sense. *The Journal of Applied Behavioral Science*, Vol. 28, No. 4, pp. 480-498.

Dawson, P. (2003). *Reshaping Change. A processual perspective*. London: Routledge.

Department for Culture, Media and Sport. (2003). *Framework for the Future: Libraries, Learning and Information in the Next Decade*. London: DCMS.

Department for Culture, Media and Sport. (2009, 20 March). *Capturing the impact of libraries*.

http://www.culture.gov.uk/images/publications/Capturing_the_impact_of_libraries.doc

Diefenbach, T. (2007). The managerialistic ideology of organisational change management. *Journal of Organizational Change Management*, Vol. 20, No. 1, pp. 126-144.

Dolan, J. (2007). *A blueprint for excellence: Public libraries 2008-2011*. "Connecting people to knowledge and inspiration." London: Museums, Libraries and Archives Council.

Dunphy, D. (1996). Organizational Change in Corporate Settings. *Human Relations*, Vol. 49, No.5, pp. 541-552.

Dunphy, D., Griffiths, A., and Benn, S. (2007). *Organizational Change for Corporate Sustainability. A Guide for Leaders and Change Agents of the Future*. (2nd ed.) Abingdon: Routledge.

Edmondson, A.C. (1996). Three faces of Eden: the persistence of competing theories and multiple diagnoses in organizational intervention research. *Human Relations*, Vol. 49, No. 5, pp. 571-595.

Edmondson, V.C. and Munchus, G. (2007). Managing the unwanted truth: a framework for dissent strategy. *Journal of Organizational Change Management*, Vol. 20, No. 6, pp. 747-760.

Edwards, M.G. (2005). The integral holon. A holonomic approach to organisational change and transformation. *Journal of Organizational Change Management*, Vol. 18, No.3, pp. 269-288.

Elrod, P. D. and Tippet, D.D. (2002). The 'death valley' of change. *Journal of Organizational Change Management*, Vol. 15, No. 3, pp. 273-291.

Eriksen, M. (2008). Leading adaptive organizational change: self-reflexivity and self-transformation. *Journal of Organizational Change Management*, Vol. 21, No. 5, pp. 622-640.

Eriksson, C.B. (2004). The effects of change programs on employees' emotions. *Personnel Review*, Vol. 33, No. 1, pp. 110-126.

Exworthy, M. and Halford, S. ed. (1999). *Professionals and the new managerialism in the public sector*. Buckingham: Open University Press.

Fisher, C. (2007). *Researching and writing a dissertation*. (2nd ed.) Harlow: Pearson.

Fitzgerald, L.A. (2002). Chaos: the lens that transcends. *Journal of Organizational Change Management*, Vol. 15, No.4, pp. 339- 358.

Ford, J.D., Ford, L.W. and McNamara, R.T. (2002). Resistance and the background conversations of change. *Journal of Organizational Change Management*, Vol. 15, No.2, pp. 105-121.

Foster, R.N. and Kaplan, S. (2001). *Creative destruction. From 'built to last' to 'built to perform.'* London: FT Prentice Hall.

Frahm, J. and Brown, K. (2007). First steps: linking change communication to change receptivity. *Journal of Organizational Change Management*, Vol. 20, No. 3, pp. 370-387.

Fronza, Y. and Moriceau, J. (2008). I am not your hero: change management and culture shocks in a public sector corporation. *Journal of Organizational Change Management*, Vol. 21, No. 5, pp. 589-609.

Gallacher, C. (1999). *Managing change in library and information services*. London: ASLIB.

Gilmore, T.N. and Barney, C. (1992). Designing the social architecture of participation in large groups to effect organizational change. *The Journal of Applied Behavioral Science*, Vol. 28, No. 4, pp. 534-548.

Grant, D., Michelson, G., Oswick, C. and Wailes, N. (2005). Guest editorial: discourse and organizational change. *Journal of Organizational Change Management*, Vol. 18, No.1, pp. 6-15.

Greiner, L.E. (1972). Evolution and revolution as organizations grow. *Harvard Business Review*, July-August, pp. 37- 46.

Handy, C. (1999). *Understanding Organisations*. (4th ed.) London: Penguin.

Harigopal, K. (2005). *Management of Organizational Change: Leveraging Transformation*. (2nd ed.) London: Sage.

Hayes, J. (2007). *The Theory and Practice of Change Management*. (2nd ed.) Hampshire: Palgrave Macmillan.

Heffron, F. (1989). *Organization Theory and Public Organizations. The Political Connection*. New Jersey: Prentice Hall.

Henry, J. and Mayle, D. ed. (2002). *Managing Innovation and Change*. (2nd ed.) London: Sage.

Hofstede, G., Bram, N., Daval, O.D. and Geert, S. (1990). Measuring organizational cultures: a qualitative and quantitative study across twenty cases. *Administrative Science Quarterly*, 35, pp. 286-316.

Jobber, D. (2004). *Principles and Practice of Marketing*. (4th ed.) McGraw-Hill: Maidenhead.

Johnson, G. and Scholes, K. (2001). *Exploring public sector strategy*. Harlow: FT Prentice Hall.

Kanter, R.M. (1996). *The change masters. Corporate entrepreneurs at work*. London: International Thomson Business Press.

Kegan, R. and Lahey, L.L. (2001). The real reason people won't change. *Harvard Business Review*, November, pp. 85-92.

Koolhaas, J. (1982). *Organization Dissonance and Change*. Chichester: John Wiley & Sons.

Kotter, J.P. (1995). Leading Change: Why Transformation Efforts Fail. *Harvard Business Review*, March-April, pp. 59-67.

Kotter, J. P. (1996). *Leading Change*. Boston: Harvard.

Kotter, J.P. and Cohen, D.S. (2002). *The Heart of Change. Real-life stories of how people change their organizations*. Boston: Harvard.

Kotter, J.P. and Schlesinger, L.A. (2008). Choosing Strategies for Change. *Harvard Business Review*, July-August, pp. 130-139. (Re-print of 1979 article.)

Landrum, N.E. and Gardner, C.L. (2005). Using integral theory to effect strategic change. *Journal of Organizational Change Management*, Vol. 18, No.3, pp.247-258.

Laszlo, C. and Laugel, J-F. (2000). *Large-scale Organizational Change. An Executive's Guide*. Boston: Butterworth Heinemann.

Leigh, A. and Walters, M. (1998). *Effective change: Twenty ways to make it happen*. (2nd ed.) London: Institute of Personnel and Development.

Leong, J. (2008). Top-down approach to change readiness. How university librarians liked to lose the status quo. *Development and Learning in Organizations*, Vol. 22, No. 5, pp. 26-28.

Leong, J. (2008). Academic reference librarians prepare for change: an Australian case study. *Library Management*, Vol. 29, Nos.1/2, pp. 77-86.

Lewin, K., ed. Cartwright, D. (1963). *Field Theory in Social Science. Selected theoretical papers*. London: Tavistock Publications.

Longenecker, C.O. and Rieman, M.L. (2007). Making organizational change stick: leadership reality checks. *Development and Learning in Organizations*, Vol. 21, No. 5, pp. 7-10.

Longenecker, C.O., Papp, G.R. and Stansfield, T. (2008). Post-change analysis: learning from change. *Development and Learning in Organizations*, Vol. 22, No.6, pp. 11-14.

- Marchington, M. and Wilkinson, A. (2006). *Human Resource Management at Work. People Management and Development*. (3rd ed.) London: CIPD.
- Marks, M.L. (2007). A framework for facilitating adaptation to organizational transition. *Journal of Organizational Change Management*, Vol. 20, No.5, pp. 721-739.
- Marshak, R.J. (1993). Lewin meets Confucius: a review of the OD model of change. *The Journal of Applied Behavioral Science*, Vol. 29, No. 4, pp. 393- 415.
- Martin, J. (2001). *Organizational Behaviour*. (2nd ed.) London: Thomson.
- McConnell, F. (1996). It ain't broke..the fixing's gone. *Library Management*, Vol. 17, No. 7, pp. 37- 44.
- Melling, M. ed. (2005). *Supporting e-learning. A guide for library and information managers*. London: Facet Publishing.
- Mullins, L.J. (2008). *Essentials of Organisational Behaviour*. (2nd ed.) Harlow: FT Prentice Hall.
- Nirmala, M.C. and Akhilesh, K.B. (2006). An attempt to redefine organizational justice: in the rightsizing environment. *Journal of Organizational Change Management*, Vol.19, No.2, pp. 136-153.
- Northouse, P.G. (2007). *Leadership Theory and Practice*. (4th ed.) London: Sage.
- O'Reilly, C.A. and Tushman, M.L. (2004). The ambidextrous organization. *Harvard Business Review*, April, pp. 74 – 81.
- Oswick, C., Grant, D., Michelson, G., and Wailes, N. (2005). Looking forwards: discursive directions in organizational change. *Journal of Organizational Change Management*, Vol. 18, No.4, pp. 383 -390.
- Pardo del Val, M. and Fuentes, C.M. (2003). Resistance to change: a literature review and empirical study. *Management Decision*, Vol. 41, Issue 2, pp. 148-155.
- Parish, J.T., Cadwallader, S. and Busch, P. (2008). Want to, need to, ought to: employee commitment to organizational change. *Journal of Organizational Change Management*, Vol. 21, No.1, pp. 32 - 52.

Pasmore, W.A. and Fagans, M.R. (1992). Participation, Individual Development, and Organizational Change: a review and synthesis. *Journal of Management*, Vol. 18, No. 2, pp. 375-397.

Proctor, T. (2003). *Essentials of Marketing Research*. (3rd ed.) Harlow: Pearson.

Pugh, L. (2007). *Change management in information services*. (2nd ed.) Aldershot: Ashgate.

Reed, J. and Vakola, M. (2006). What role can a training needs analysis play in organisational change? *Journal of Organizational Change Management*, Vol.19, No.3, pp. 393-407.

Rusaw, A.C. (2000). Uncovering training resistance. A critical theory perspective. *Journal of Organizational Change Management*, Vol. 13, No.3, pp. 249-263.

Saka, A. (2003). Internal change agents' view of the management of change problem. *Journal of Organizational Change Management*, Vol. 16, No.5, pp. 480-496.

Saunders, M., Lewis, P. and Thornhill, A. (2007). *Research Methods for Business Students*. (4th ed.) Harlow: Pearson.

Schaffer, R.H and Thomson, H. A. (1992). Successful change programs begin with results. *Harvard Business Review*, January – February, pp. 80-89.

Schein, E.H. (2004). *Organizational Culture and Leadership*. (3rd ed.) Jossey-Bass: San Francisco.

Schwarz, G.M. and Shulman, A.D. (2007). The patterning of limited structural change. *Journal of Organizational Change Management*, Vol. 20, No.6, pp. 829-846.

Self, D.R. (2007). Organizational change – overcoming resistance by creating readiness. *Development and Learning in Organizations*, Vol. 21, No. 5, pp. 11-13.

Senior. B. (2002). *Organisational Change*. (2nd ed.) Harlow: Pearson.

Sirkin, H.L., Keenan, P. and Jackson, A. (2005). The hard side of change management. *Harvard Business Review*, October, pp. 109-118.

- Skinner, D. (2004). Evaluation and change management: rhetoric and reality. *Human Resource Management Journal*, Vol. 14, No. 3, pp. 5-19.
- Sommers, P.C. (2005). The role of the library in a wired society – compete or withdraw: a business perspective. *The Electronic Library*, Vol. 23, No. 2, pp. 157-167.
- Spector, B. (2007). *Implementing Organizational Change: Theory and Practice*. New Jersey: Pearson Prentice Hall.
- Spreitzer, G.M. and Quinn, R.E. (1996). Empowering middle managers to be transformational leaders. *The Journal of Applied Behavioral Science*, Vol. 32, No. 3, pp. 237-261.
- Stace, D.A. (1996). Dominant ideologies, strategic change, and sustained performance. *Human Relations*, Vol. 49, No. 5, pp. 553-570.
- Storey, J. ed. (2003). *Human Resource Management. A critical text*. (2nd ed.) London: Thomson.
- Szamosi, L.T. and Duxbury, L. (2002). Development of a measure to assess organizational change. *Journal of Organizational Change Management*, Vol.15 , No.2, pp.184-201.
- Tobin, R. M. (1999). *Overcoming Resistance to Change*. (2nd ed.) London: Kogan Page.
- Van Emmerik, I.J.H. and Euwema, M.C. (2008). The aftermath of organizational restructuring. Destruction of old and development of new social capital. *Journal of Managerial Psychology*, Vol. 23, No. 7, pp. 833-849.
- Walker, H.J., Armenakis, A.A. and Bernerth, J.B. (2007). Factors influencing organizational change efforts. An integrative investigation of change content, context, process and individual differences. *Journal of Organizational Change Management*, Vol. 20, No.6, pp. 761-773.
- Watson, G. and Gallagher, K. (2005). *Managing for results*. London: CIPD.
- Watson, T.J. (2006). *Organising and Managing Work. Organisational, managerial and strategic behaviour in theory and practice*. (2nd ed.) Harlow: Pearson.

Weick, K.E. and Quinn, R.E. (1999). Organizational Change and Development. *Annual Review of Psychology*, Vol. 50, pp. 361-386.

APPENDICES

APPENDIX A

DRAFT QUESTIONNAIRE FOR CHANGE RECIPIENTS USED IN PILOT TEST

Draft Questionnaire on Change in Community Libraries

As part of my MBA programme I am undertaking research for a dissertation looking at the effectiveness of the restructure of Community libraries in 2005 and the subsequent changed ways of working which have been encouraged. I would be very grateful if you could spare a few minutes to complete this questionnaire. The more responses which are received, the more representative and reliable will be the information gathered.

The purpose of the dissertation is to find out how and why the changes have been implemented and to obtain staff views on the implementation and effectiveness of the restructure and changes. The findings of the dissertation may also help to inform the handling of any future changes but ***the results of this questionnaire will be treated in the strictest confidence.***

The questions have been designed following a review of the literature on restructuring and the management of change, government publications such as "Framework for the Future", and Liverpool Libraries reports. Please read the following statements carefully and indicate the extent to which you agree or disagree by marking the appropriate box. **Your answers should be based on your actual experiences not on what you believe should have happened and whether or not your post was directly affected or your library refurbished.**

Thank you very much for assistance.

David Stoker, Manager- Record Office, Central Library

1. "I was aware of and understood the vision for the restructure and changes made in community libraries from 2005 onwards."

Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Cannot Answer
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. "I was inspired by and fully supportive of the vision for the restructure and changes made in community libraries from 2005 onwards."

Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Cannot Answer
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. "I was consulted about the restructure and changes in community libraries before they were implemented."

Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Cannot Answer
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. "I had the opportunity to participate in planning and developing the restructure and subsequent changes."

Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Cannot Answer
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. "I received effective communication about the restructure and subsequent changes at all stages."

Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Cannot Answer
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. "I received effective training and development to help me to understand and to implement the restructure and changed ways of working."

Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Cannot Answer
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. "I believe that I have changed my way of working as a result of the restructure and subsequent changes."

Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Cannot Answer
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. "I believe that the restructure and subsequent changed ways of working have had a positive impact on the service to customers."

Strongly
Agree

Agree

Neither
Agree or
Disagree

Disagree

Strongly
Disagree

Cannot
Answer

☐☐☐☐☐☐

Comments - If you have any comments which you wish to make to expand on the above questions or raise any further points please write these in the space below:

,

Please also complete the following:

- Your current pay scale (please tick one box)

Scale 1 - 3	
Scale 4 - 6	
Scale SO1 - 2	
Scale PO1 or above	

- Approximately how long have you worked for Liverpool Libraries?
- Are you Male ☐ Female ☐
- Were your job role and title changed as a direct result of the restructure in 2005?
Yes ☐ No ☐
- Do you usually work in one of the following (please tick one box) :
A fully refurbished library with self-service issuing for readers (RFID) ☐
Or a refurbished library ☐
Or a library which has not been refurbished: ☐

Your responses will be treated in confidence and there is no need to provide your name. However, I would like to conduct short interviews with a selection of respondents. This will be at a time and a location convenient to you. If you would be willing to take part please provide your contact details below:

Name:	
E mail address:	
Telephone Number:	
Preferred day and time for interview	
Preferred location for interview	

Thank you for completing the questionnaire.

Please return by e-mail or internal mail to David Stoker at:

APPENDIX B

EXAMPLE OF COMMENTS FROM PILOT TEST

From: Johnson, Andy
Sent: 12 February 2009 13:16
To: Stoker, David
Subject: RE: MBA dissertation research

Hi Dave

Please receive my completed form.

Below are my comments.

I found it a little difficult to give informed answers as it was 3 years ago and it is hard to remember exactly what went on esp. at times it was hectic.
However I am reasonably happy with my answers.

I think Q2 would be better as Q5 and move the others up as it would give a better flow.

With filling in the form in word I experienced the following.

I had problems filling in the boxes under q's 1 – 8. I think it would be best to have a row of empty boxes under each of the possible answers which you can mark. As in Q2 and its 3rd row.

Also I had problems filling in the last page. I would do away with the boxes and just let people write yes, no, male, female etc.

I hope this helps.

Andy

From: Scotland, Pauline
Sent: 06 February 2009 16:41
To: Stoker, David
Subject: FW: MBA dissertation research

Hi David

Andy asked me to have a go of your questionnaire

I've filled it in and listed some comments below

- I found some of the questions difficult to answer because they were asking the same question about two different stages e.g. question 4 'I had the opportunity to participate in planning and developing the restructure and subsequent changes' I may have had the opportunity to participate in any subsequent changes but not the planning and developing
- Don't know if you want comments on the layout but here goes! – There seems to be lots of empty boxes (of various sizes) – is there a reason? Some questions have empty boxes, some don't
- This is nit picking but the spaces between questions vary giving the questionnaire an untidy look

Good luck

Pauline

APPENDIX C

FINAL VERSION OF QUESTIONNAIRE

Questionnaire on Change in Community Libraries

As part of my MBA programme I am undertaking research for a dissertation looking at the effectiveness of change management and changed ways of working in community libraries from the restructure in 2005 onwards. I would be very grateful if you could spare five to ten minutes to complete this questionnaire. The more responses which are received, the more representative and reliable will be the information gathered.

The purpose of the dissertation is to find out how and why the changes have been implemented and to obtain staff views on the implementation and effectiveness of the changes. The findings of the dissertation may also help to inform the handling of any future changes but ***the information given by individuals in the questionnaire will be treated in the strictest confidence.***

The questions have been designed following a review of the literature on the management of change, Liverpool Libraries reports and service reviews, and government publications such as "Framework for the Future". In the latter DCMS set out its 'modern mission' for libraries, including the promotion of reading and informal learning, access to digital services and skills, measures to tackle social exclusion, and focus on customer service.

Please read the following statements carefully and indicate the extent to which you agree or disagree by marking the appropriate box. Please tick one box only per question. **Your answers should be based on your actual experiences not on what you believe should have happened and whether or not your post was directly affected or your library refurbished.**

Please return the questionnaire to me by internal mail by Friday 20 March 2009.

Thank you very much for your assistance.

David Stoker, Manager – Record Office, Central Library

1. "I was aware of and understood the need for the changes made in community libraries from 2005 onwards".

Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Not Applicable
-------------------	-------	---------------------------------	----------	----------------------	-------------------

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

2. "I was consulted about the changes in community libraries from 2005 onwards before they were implemented".

Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Not Applicable
-------------------	-------	---------------------------------	----------	----------------------	----------------

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

3. "I had the opportunity to participate in planning and developing the changes in community libraries from 2005 onwards".

Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Not Applicable
-------------------	-------	---------------------------------	----------	----------------------	----------------

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

4. "I was inspired by the vision for the changes made in community libraries from 2005 onwards".

Strongly	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Not Applicable
----------	-------	---------------------------------	----------	----------------------	----------------

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

5. "I received effective communication about the changes in community libraries from 2005 onwards at all stages".

Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Not Applicable
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. "I received effective training and development to help me to understand and to implement the changed ways of working in community libraries from 2005 onwards".

Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Not Applicable
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. "I believe that I have changed my way of working as a result of the changes in community libraries from 2005 onwards".

Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Not Applicable
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. "I believe that the changed ways of working have had a positive impact on the service to customers in community libraries from 2005 onwards".

Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Agree	Not Applicable
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments – If you have any comments which you wish to make to expand on the above questions or to raise any further points please write these in the space below:

Please also complete the following about yourself:

- Your current pay scale (please tick box):

Scale 1 – 3	<input type="checkbox"/>
Scale 4 – 6	<input type="checkbox"/>
Scale SO1 – 2	<input type="checkbox"/>
Scale PO1 or above	<input type="checkbox"/>

- Approximately how long have you worked for Liverpool Libraries.....

- Are you Male ☐ Female ☐

- Were your job role and title changed as a direct result of the restructure in 2005?

Yes ☐ No ☐

- Do you usually work in one of the following (please tick one box only):

A fully refurbished library with self-service issuing for readers (RFID) ☐

Or a refurbished library ☐

Or a library which has not been refurbished ☐

PTO

Your responses will be treated in confidence and there is no need to provide your name. However I would like to conduct short interviews with a selection of respondents. This will be at a time and a location convenient to you. If you would be willing to take part please provide your contact details below:

Name	
E-mail Address	
Telephone Number	
Preferred day and time for interview	
Preferred location for interview	

Thank you for completing the questionnaire.

Please return by Friday 20 March 2009 by internal mail to David Stoker at:

david.stoker@liverpool.gov.uk

Liverpool Record Office, Central Library, William Brown Street, L3 8EW

Tel: 233 5874

APPENDIX D

THEMES FOR INTERVIEWS WITH CHANGE DIRECTOR AND CHANGE AGENT

THEMES FOR SEMI-STRUCTURED INTERVIEWS WITH CHANGE DIRECTOR AND CHANGE AGENT

Change readiness and awareness

How was the change designed/planned? What factors were involved? Were performance and the environment monitored?

What consideration was given to the context for the change and culture?

Were all stakeholders consulted and was readiness for change created/ the need for change explained?

Change design

Was a clear and inspiring vision set out and communicated effectively?

What communication of the changes was carried out?

Were staff encouraged to participate in designing the changes?

Were change agents empowered, trained and supported?

Was support and training and development provided to all staff?

Change evaluation

Have the changes been monitored and reviewed? Has performance improved?

Has feedback been sought actively from all staff?

Do you think that the changes have been effective, met aims, and been worthwhile devoting time on?

Have positive developments been recognised, rewarded and communicated to others?

APPENDIX E

INTERNAL REPORT PROPOSING STAFF RESTRUCTURE, 2004

Portfolio: Education, Library and Sports Services	Decision taken by: Colin Hilton
Subject: Library Service Restructure	Capacity: Executive Director
<p>Powers: (one of the following):</p> <ul style="list-style-type: none"> • Officer taking decision within general delegated powers (<i>under Part 3 of Constitution</i>) Yes 	
<p>Decision:</p> <p>The Libraries and Information Services Restructure is approved and implemented as per the attached paper "Libraries and Information Services Restructure - October 2004". (See Appendix 1)</p>	
<p>Implementation effective from:</p> <p>1st October 2004</p>	

Reasons for decision:

The current staffing structure no longer meets the delivery of a 21st Century Public Library Service and provision needs to be made for the delivery of future initiatives and developments.

Alternative options considered and rejected:

To leave the structure as it is now.

The current structure would not allow for the delivery of a more effective public library service. The new restructure achieves a saving of £176,281 which is incorporated into the libraries budget for 2004/05. Alternative proposals do not meet the aims of the restructure.

Financial Implications:

The restructure achieves a net saving of £176,281 that has been incorporated into the Libraries and Information Services revenue budget for 2004/05.

Consultation with:

- Other

The 13 week consultation period ran from 2 July to 30 September 2004 (13 weeks).

- In the first month all staff were invited to contact the Head of Service or Community Libraries Manager with queries, comments, amendments and suggestions. 23 were received and responded to in full. The issues raised are attached as Appendix 2 to this report.
- Three staff consultation meetings were held and were attended by all bar four of the staff on the at risk list. (One did not wish to attend). At these meetings the implementation procedure was outlined in detail and subsequent information provided to the staff on the Implementation Procedure, Expression of Interest Form, Changes to Job Descriptions and Person Specifications and Changes in the Proposal for Caretaker/ Maintenance Assistants. Two of the three meetings were attended by trade union representatives. Whilst there was a reluctance to embrace change by some staff present others expressed an interest in the new structure and saw that it offered better prospects for promotion, the opportunity to work in a different library and recognised the aims of the restructure. GMB/Apex expressed opposition to the principles of the restructure on the grounds of loss of posts at both meetings. Notes of the meetings were circulated to all those attending.
- Two meetings were held with Unisons full time convenor and library stewards and four meetings were held with GMB/Apex convenor and library stewards. Permission was granted for Unison to hold two meetings with members and permission was granted for GMB/Apex to hold four meetings with members.

Unison queried and questioned the aims of the restructure and its implementation but did not express either opposition or support for the restructure.

At the last meeting with GMB/Apex on 24 September 2004 GMB said that they would be consulting with Unison and had the mandate from their membership to embark on a consultative ballot for industrial action and that they would be meeting with their staff further following a formal notification of their concerns that would follow. This letter was received on 1st October 2004 (dated 30

September 2004, the last day of the 13 week consultation period). All but two of the 12 points raised had been discussed through the four management/trade union meetings. The two remaining issues were responded to in a reply dated 4 October 2004 saying that the remaining issues would be taken into consideration in preparation of the final restructure paper. Some of the issues raised by GMB/Apex as concerns both in the meetings and in the letter have never been detailed. A list of the concerns are attached as Appendix 3.

Was the decision:

- a key decision? N
- in the forward plan? N
- one where it was impractical to wait for inclusion in the forward plan, and the Chair (or members of the select committee) has been informed and at least three days public notice given? N
- a case of special urgency agreed by the select committee chair, or the Lord Mayor or Deputy Lord Mayor? N

- Give details of any conflict of interest declared by any member or officer consulted:
- State whether any such conflict of interest is covered by a Standards Board dispensation:

Report No: EXELL/15/04

(Note: A copy of the report must be appended to this pro-forma)

List of background papers:

Appendix 1 - Libraries and Information Services Restructure - October 2004

Appendix 2 - Restructure consultation issues raised by staff

Appendix 3 - List of concerns by GMB/Apex

(Note: These must also be listed in the report)

I confirm that the decision is not contrary to the Council's policy framework, is wholly in accordance with the Council's budget and that I have considered the need to promote best value, to promote equality of opportunity and to combat crime and disorder.

Signed:

Date:

U:\LittleJ\admin\REPORTS\DEL PWRS EXELL1504 RESTRUCTURE OCT04.doc

EDUCATION, LIBRARY AND SPORTS SERVICES

LIBRARIES AND INFORMATION SERVICES

RESTRUCTURE

October 2004

1. Report summary

This report details changes in the staffing establishments of the Central Library, Community Libraries, Learner Development and Operational Services as detailed below and in Appendices 5, 8, 11 and 14.

2. Background Information

- a) The last major restructures in the Library Service were in 1993 for Community Libraries, 1995 for Central Library, 2002 for the Service Management Team and 2003 for Library Effectiveness.
- b) The Library Service has changed over the last three years resulting in the winning of Charter Mark, Beacon Council Status and the UK Online Centre Award for the NW.
- c) Over the last five years the service has improved performance year on year, opened 11 new and refurbished libraries, increased the book fund to purchase more books, introduced highly successful People's Network ICT Centres in all libraries, introduced new services for children and teenagers and introduced Sunday opening.
- d) Continuous improvement, increasing performance and ensuring quality of

service delivery are key issues for the service.

- e) A new Library Review was conducted August 2003 - April 2004 to examine existing services against the priorities for the future, and a range of improvements will be implemented in 2004/05 as a result. This review was conducted by working groups from within the service. The issues raised relating to staff structures have been developed by the Service Managers incorporated in these proposals.

3. Restructure principles

The current staffing structure no longer matches the delivery of a 21st century public library service and provision needs to be made for the delivery of future initiatives and developments.

a) Future Initiatives

- i. The designation of European Capital of Culture 2008 will place the redevelopment of the Central Library and Archive, the family history digitisation project "Liverpool People" and the Community Library redevelopment programme at the heart of future planning. These projects are already demanding different ways of managing and delivering the library service leading up to 2008.
- ii. In addition to internal culture and service changes, there is a new Government strategy for public library services called "Framework for the Future". This identifies three major areas of activity for the future development of public library services:
- The promotion of reading and informal learning
 - Access to digital skills and services including e-government
 - Measures to tackle social exclusion, build community identity and develop citizenship

All are already priority areas within the library service. The intention is

to re-align staffing and service delivery in support of these aims.

b) Public Library Standards

- i. The existing 28 national statutory Public Library Standards (PLS) came into force on 1st April 2004. Liverpool met 25 of the standards and will work towards the remaining three (convenient opening hours, stock turn and success in obtaining a specific book) in 2004/05.
- ii. PLS will continue beyond 2004. They measure a local authority against the provisions of the 1964 Public Library and Museums Act “to provide a comprehensive and efficient library service” through a new raft of standards currently being drafted. They will complement the vision for public libraries as detailed in “Framework for the Future”.

4. Staffing structure recommendations (see Appendices 1-14)

Structure charts for existing and proposed staffing (whole service overview) are in Appendices 1 and 2.

a) Central Library (Appendices 3-5)

The Central Library will be redeveloped in a two year building programme between January 2006 and December 2007. The new Central Library and Archive will be open for the Capital of Culture year 2008. The time scale for the project is challenging and staffing changes will be required as the scheme progresses, e.g. for planning the decanting of the building and alternative service delivery from a temporary site. A comprehensive staffing review will take place in readiness for the rebuilding from January 2006 and re-opening in January 2008.

i. Lending Services

The post of Lending Manager PO2/3 (vacant) be deleted and the temporary Lending Support Officer post, Scale 6 be made permanent.

ii. Liverpool Record Office

As a result of the consultation process undertaken as part of the restructure, management have reviewed the proposals for the Conservation Unit. The following factors have been taken into account in revising the structure of the Conservation Unit:-

1. Preparation work currently being undertaken by the unit for the Central Library redevelopment, in terms of preparing collections for decant and storage.
2. The need to buy in some conservation expertise essential to ensure the continued life of irreplaceable documents.

As a result of this, the restructure retains two posts of the Scale 4 Conservator and 1 x M5 Conservation Assistant. Two of the four posts will be retained in the unit.

This will enable the preparation work for the Central Library redevelopment to continue, whilst at the same time allowing for skills

not currently held within the Library Service to be bought in.

It will be necessary to revisit the role of the Conservation Unit again, once the Central Library redevelopment is under way.

b) Community Libraries (Appendices 6-8)

The restructure aims to deliver a more effective public service by introducing five levels of library based on the size and range of services provided. See Appendix 15. A new career structure will be introduced with staff graded according to their level of responsibility. The post of Library Manager will replace the post of Library Supervisor to deliver a simpler, more cost effective operations management system. Two principal officer posts will be created to manage teams and deliver the priorities of the Government's strategy for public library services.

- i. Library Managers (SO1 at Level 2 Libraries, Scale 6 at level 3 Libraries and Scale 5 at Level 4 Libraries)

Post holders will take responsibility for the operations management of each full-time community library. They will take responsibility for the line management of staff, the facilities management of buildings, stock maintenance and the provision of quality public services

- ii. Assistant Library Managers (Scale 4)

Post holders will assist the Library Managers at designated libraries (Level 2 Libraries, Level 3 Libraries with OSS and Level 5 Libraries).

iii. Principal Officer Posts

The Stock and Reader Development Manager (PO2) will have responsibility for the materials budget for community libraries, the management and control of stock and the promotion and development of reading services in community libraries.

The Lifelong Learning Services Manager (PO2) will have responsibility for managing libraries as learning centres and the promotion and development of learning services in community libraries.

iv. Professional Team

A team of five senior librarians is appointed to assist the principal officers in delivering a modern library service:-

a) Stock Management Officer (SO2)

The post holder will report to the Stock and Reader Development Manager and will have responsibility for managing and developing stocks in community libraries.

b) Reader Development Officer (SO2)

The post holder will report to the Stock and Reader Development Manager and will have responsibility for the promotion and development of reading services in community libraries.

c) Digital Access and Information Officer (SO2)

The post holder will report to the Lifelong Learning Services Manager and will have responsibility for the management, promotion and development of libraries as lifelong learning centres including the support and promotion of the People's Network.

d) Services to Young People Officer (SO2)

The post holder will report to the Lifelong Learning Services Manager and will have responsibility for the management of children's stocks and the development of services to young people.

e) Citizenship and Equality Officer (SO2)

The post holder will report to the Lifelong Learning Services Manager and will have responsibility for the promotion and development of quality services to hard to reach and excluded groups.

v. Caretaker/Attendants

All library cleaning and security requirements will be purchased from

the corporate providers. The 12 posts of Caretaker/ Attendant (Grade M4) will be deleted and four new posts of Caretaker/Maintenance Assistant (Scale 1) will be established. To support this new structure, the post of Co-ordinator: Premises and Security (SO1/2) will be deleted and a new post of Caretaker/Maintenance Supervisor (Scale 4) will be established to manage the team mirroring the similar successful arrangement in Central Library.

c) Learner Development (Appendices 9-11)

Learner Development Services was established in 2003 to deliver library services which enable and support lifelong learning throughout Liverpool. This service works in partnership with other learning providers locally, regionally and nationally.

Learner Development Services works across all age ranges from babies and their families through to older people who may be learning for pleasure, leisure or personal development.

Local and national priorities such as Early Years, Sure Start, Bookstart, Children's Centres and Splash activities makes it timely to reconfigure services offered to children and young people.

Amendments will be made to the two existing Children's Support Services Librarian posts to reflect these priorities and to create a new clerical post.

- i. Children's Support Services Librarians - amend responsibilities (scale 6/SO1 x 2 as per existing grades).

- ii. Children's Team - create a Children's Support Assistant x 1 (Scale1-3).

Services for adult learners will be developed and delivered via the existing Learner Development Manager working through and with Community Libraries and Central Library structures and services.

d) Operational Services (Appendices 12-14)

Operational Services was established in 2002 to provide support for the Central and Community Library divisions. The service is responsible for managing the day-to-day operations across the library service ensuring service continuity through effective staff deployment and premises management. There is a service responsibility to co-ordinate and deliver training and development and personnel support and a more structured approach is required.

- i. Chief Library Assistants - The current three posts of Chief Library Assistant (Scale5/6) be deleted and three new posts of Operational Support Officer (SO1) be created to reflect the growth in personnel support and staff training and development.
- ii. Premises and Security and Community Libraries Caretaker/Maintenance - (see Community Libraries 4 b v above).

Financial implications:

<u>Savings</u>	£
Central Library savings	123,806
Community Library savings	76,190

Savings	199,996
<u>Costs</u>	
Learner Development cost	18,165
Operational Services cost	8,325

Costs	26,490
<u>Overall savings</u>	<u>173,506</u>
See Appendices 5, 8, 11 and 14 for details of posts, costs and savings.	
The overall savings of £173,506 have been incorporated into the Libraries and Information Services revenue budget 2004/05.	

Old Levels	New Levels
Central	Level 1
District	Level 2
Allerton	Allerton
Childwall	Childwall
Garston Library & OSS	(Satellite group with Hunts Cross)
Norris Green	Norris Green
Old Swan	(Satellite group with Croxteth)
Walton	
Neighbourhood	Level 3
Breck Road	Garston Library & OSS
Edge Hill	Wavertree Library & OSS
Gt Homer St	Breck Road
Kensington	Spellow
Larkhill	Toxteth
Lister Drive	
Parklands	
Sefton Park	
Spellow	
Toxteth	
Wavertree Library & OSS	

Woolton	
Local Croxteth Dovecot Fazakerley Hunts Cross Lee Valley Mobiles	Level 4 Dovecot Edge Hill Fazakerley Gt Homer St Kensington Larkhill Lister Drive Lee Valley Old Swan Parklands Sefton Park Walton Woolton
	Level 5 Croxteth Hunts Cross

APPENDIX F

EXTRACTS FROM STAFF TRAINING PROGRAMME

LIBRARY MANAGER TRAINING PROGRAMME

LIBRARY VISION SESSION

PRACTICAL WORKSHOPS

1. Changing library routines

The Library Service has experienced many recent changes with the introduction of new technology and a radical change in the way the council works.

We have also experienced changing patterns of use and the demand for more personalised customer services.

Library routines and work methods have altered with the introduction of Talis, on-line systems and the emergence of Liverpool Direct: -

- Filing systems replaced by automatic systems (stock & registration cards)
- Automated issue, discharge, renewal & overdue mechanisms
- LDL 24/7 book renewal and information service
- Access to library web site 24/7 for book renewal, registrations, reservations and catalogue access.
- Introduction of the Peoples' Network
- Fast and simple access to information on the Internet
- Splash and Surestart activities in more libraries.

Task: modernising library routines

How can Library Managers and Assistant Library Managers work together to change everyday library routines in order to create a more customer-focused, family-friendly service?

1. What routines can be changed?
2. What elements of best practice can be shared?
3. How can we work smarter, not harder?
4. How can we give customers a more personalised service?
5. How can we provide a more family friendly service?

Choose a spokesperson and scribe.

The scribe should list practical points and examples on the flip chart.

The spokesperson should give a 5 minute feedback.

LIBRARY MANAGER TRAINING PROGRAMME

LIBRARY VISION SESSION

PRACTICAL WORKSHOPS

2. Staff motivation and team building

Libraries have experienced many changes recently with the introduction of new technology and the new structure: -

- Introduction of automated systems that have revolutionised issue, discharge, renewal, overdue and filing mechanisms
- LDL 24/7 book renewal and information service
- Access to library web site 24/7 for book renewal, registrations, reservations and catalogue access.
- The Peoples' Network
- Fast and simple access to information on the Internet
- The new structure with new ways of working.
- Changes in library buildings: co-location, library design and layout.

Task: staff motivation and team building

How can library managers and assistant library managers motivate their team in the light of recent radical changes?

1. How can we create time for more interesting and creative work for Library and Information Assistants?
2. How can we review library routines to work smarter, not harder?
3. How can we improve communications systems?
4. What briefing and training do L.I.A.s need?
5. How can we improve customer services and staff job satisfaction?

Choose a spokesperson and scribe.

The scribe should list practical examples on the flip chart.

The spokesperson should give a 5 minute feedback.

LIBRARY MANAGER TRAINING PROGRAMME

LIBRARY VISION SESSION

PRACTICAL WORKSHOPS

3. Sharing best practice

Libraries have experienced many recent changes with the introduction of new technology and the new structure: -

- Introduction of automated systems: issue, discharge, renewal, overdue and filing mechanisms
- LDL 24/7 book renewal and information service
- Access to library web site 24/7 for book renewal, registrations, reservations and catalogue access.
- Introduction of the Peoples' Network
- Fast and simple access to information on the Internet
- The new structure with new ways of working.
- Changes in library buildings: co-location, library design and layout.
- Surestart and Splash activities in some libraries

Task: sharing best practice

What elements of best practice have you shared since the introduction of the new structure and what can be shared and standardised to ensure that an improved, customer focused service is delivered?

1. Good examples of best practice in staff communications?
2. Any examples of streamlining library routines?
3. Any examples for the effective deployment of staff?
4. Good examples for standardising administrative mechanisms: cash, statistics, managing retail sales?
5. Any tips for providing a family friendly service to customers?

Choose a spokesperson and scribe.

The scribe should list practical examples on the flip chart.

The spokesperson should give a 5 minute feedback.

New Ways of Working – Feedback from Workshops

Changing Routines

Change personal attitude and be flexible.

Release staff from the desk to mingle with the public – ‘floor walk’

Do away with set times for routines.

Use face on displays where possible - less revision.

Streamline behind the counter area – reduce clutter. Look at the impression a customers will get. Need to give a professional image.

Try to create a work area away from public view so staff can give the public their full attention when they are in a public area.

Introduce more regular van deliveries to speed up reservations (KK to investigate)

Play to strengths of individual staff – I.T Specialists, children etc.

Plan the day. The Library Manager decides the priorities. Adapt priorities for different days\times and different times of the year to accommodate groups, children, events, learning sessions.

Manage new routines – e.g. emails – don’t have to print them all out. Delete old ones no longer needed, setup directories for electronic filing.

Make sure email details are captured on borrower record.

Don't be afraid to move furniture for events to create space.

Review routines constantly

Team Motivation

Act as a leader and role model – don't ask staff to do things you wouldn't do yourself.

Be fair – treat staff the same don't have favourites.

Be honest with staff – encourage trust.

Involve all staff in any changes - value the input from all staff.

Communicate – ensure job shares and part time staff know what's going on. Discuss how improvements can be made. Encourage and value ideas and input from everyone. Pass information on to you team and your group manager. Use formal and informal methods of sharing information (it doesn't always have to be a meeting).

Compliment and encourage staff when they do a good job. Recognise good performance - don't just complain when they do a bad job.

Tackle problems early. Don't leave things to fester.

Don't be afraid to ask for advice.

Try to make work for LIAs interesting. Give them some non routine work.

Make sure staff are well trained – identify gaps – find out what is available (i-learn) – ask staff at PRD. Training needs to fit in with Service priorities.

Fit person to the task – find staff strengths

Encourage staff to be aware of how their library is performing against the main Performance Indicators.

Keep up to date with all tasks. Rotate tasks between staff where appropriate.

Know your customers\community

Make sure all staff are aware of Compliment from Have Your Say. Discuss complaints and find solutions.

Schedule and complete PRDs

Sharing Best Practice

Have regular Group meetings – Team meetings – PRD's

Use the Message book

Edit documents – highlight key points your staff need to know

Ensure LIA's know what their role is.

Welcome customers – say “hello” and make eye contact when customers returning/ borrowing items. Make customers aware of library events and promotions.

Delegate tasks fairly to allow individual staff to develop and help them gain new skills

Encourage staff to take responsibility \ ownership

Get to know and work with Health visitors who collect Bookstart material. (Offer to host a Bookstart party in the library)

Read and action email promptly.

Discuss new procedures with all people involved

Provide new facilities - baby changing \ Surestart etc

Edit stock in poor condition while doing revision

Show the public basic IT routines (use the catalogue as an example of a web enabled service)

Get staff to initial formal documents to show they have read them.

Visit other libraries and organisations to raise personal awareness.

Remember training does not have to be a formal course – use informal “coaching”

Make sure action points from meetings are formally recorded and circulated.

Standardise the audit book and cash sheets (AM to investigate)

Check public pcs are working when switched on – clear the history regularly and report faults to LDL. Chase up if no response.

Encourage staff to recommend a “good read” to customers. Pass on recommendations from others.

Allow children to borrow CDs (AM to investigate)

New Ways of Working – Feedback from Library Manager and Assistant Manager workshops (24, 25 and 26 January 2005)

1. Changing Routines

Suggestion	Action
Adopt a flexible personal attitude	LM / ALM
Review routines constantly	LM / ALM
Release staff from the desk to mingle with the public – ‘floor walk’ Do away with set times for routines if necessary	LM / ALM
Use face on displays where possible (will need suitable furniture) – and manage displays to ensure they always look attractive. Training will be provided	LS to arrange training and will give advice
Plan the day. The Library Manager decides the priorities. Adapt priorities for different days\times and different times of the year to accommodate groups, children, events, learning sessions	LM / ALM
Streamline behind the counter area – reduce clutter. Look at the impression a customers will get. Remember we aim to give a professional image	LM / ALM
Try to create a work area away from public view so staff can give the public their full attention when they are in a public area	LM / ALM

Consider moving furniture for events to create space	LM / ALM
Manage new routines – e.g. emails – don't have to print them all out. Delete old ones no longer needed, setup directories for electronic filing	LM / ALM (advice available from Lib Effectiveness)
Introduce more regular van deliveries to speed up reservations	KK to investigate

New Ways of Working – Feedback

2. Team Motivation

Suggestion	Action
Act as a leader and role model – don't ask staff to do things you wouldn't do yourself.	LM/ALM
Play to strengths of individual staff – assisting with I.T, children, learning sessions etc.	LM/ALM
Be fair – treat staff the same don't have favourites.	LM/ALM
Be honest with staff – encourage mutual trust.	LM/ALM
Involve all staff in any changes – value the input from all staff. Discuss new procedures /processes with all people involved	LM/ALM
Communicate – ensure job shares and part time staff know what's going on. Discuss how improvements can be made. Encourage and value ideas and input from everyone. Pass information on to you team and your group manager. Use formal and informal methods of sharing information (it doesn't always have to be a meeting). Use the message book. Have regular group and team meetings.	LM/ALM
Make sure action points from meetings are formally recorded and circulated.	LM/ALM
Compliment and encourage staff when they do a good job. Recognise good performance - don't just complain when they do a bad job.	LM/ALM

Tackle problems early. Don't leave things to fester.	LM/ALM
Don't be afraid to ask for advice.	LM/ALM
Try to make work for LIAs interesting. Give them some non routine work. Keep up to date with all tasks. Rotate tasks between staff where appropriate.	LM/ALM
Make sure staff are well trained – identify gaps – find out what is available (i-learn) – ask staff at PRD. Training needs to fit in with Service priorities.	LM/ALM
Encourage staff to be aware of how their library is performing against the main Performance Indicators. Contact AM for advice	LM/ALM AM for advice
Schedule and complete PRDs (Training to be arranged).	LM/ALM

New Ways of Working – Feedback

3. Sharing Best Practice

Suggestion	Action
Get to know your customers and your community	LM/ALM
Welcome customers – say “hello” and make eye contact when customers returning/ borrowing items. Make customers aware of library events and promotions.	LM/ALM

Encourage staff to recommend a “good read” to customers. Pass on recommendations from other readers.	LM/ALM
Get to know and work with Health visitors who collect Bookstart material. (Offer to host a Bookstart party in the library)	LM/ALM
Support the People’s Network – offer to show customers the public basic IT routines and support - (use the catalogue as an example of a webpage)	LM/ALM
Check public pcs are working when switched on – clear the history regularly and report faults to LDL. Chase up if no response.	LM/ALM
Make sure all staff are aware of Compliment from Have Your Say procedure. Discuss complaints and find solutions.	LM/ALM
Edit stock in poor condition while doing revision	LM/ALM
Get staff to initial formal documents to show they have read them.	LM/ALM
Edit long documents to make them more meaningful or highlight key points your staff need to know	LM/ALM
Ensure LIA’s know what their role is – copies of job descriptions are available from the Operations team.	LM/ALM
Delegate tasks fairly to allow individual staff to develop and help them gain new skills	LM/ALM
Encourage staff to take responsibility and ownership of tasks – “Can	LM/ALM

do" attitude	
Remember training does not have to be a formal course – use informal “coaching” to improve individual skills	LM/ALM
Read and action email promptly.	LM/ALM

Sharing Best Practice

Suggestion	Action
Make sure email details are captured on borrower record for future use	LM/ALM
Standardise the audit book and cash sheets (AM to investigate)	AM
Provide new facilities for events where possible eg- baby changing for Surestart etc – liaise with Ops team for changes	LM /ALM KK
Visit other libraries and organisations to raise personal awareness. (being arranged as part of training programme)	LS/AJ
Allow children to borrow CDs to increase visitors and issues	AM to investigate
Introduce debit card payments	KK to investigate

APPENDIX G

LIBRARIES DOCUMENTATION ON PERFORMANCE INDICATORS

**Library and Information Services,
Performance Indicators
2005/2006, comparison with 2004/2005**
Compiled by Peter Ireland, 233 5873

	Issues 2005/06	Issues 2004/05	% Change	Visits 2005/06	Visits 2004/05	% Change	IT Usage 2005/06	IT Usage 2004/05	% Change	Enquiries 2005/06
Allerton Library	191,401	203,773	-6.07%	169,189	196,247	-13.79%	41,138	25,157	63.52%	50,917
Breck Rd Library	73,211	87,593	-16.42%	115,068	117,356	-1.95%	25,904	21,476	20.62%	13,078
Childwall Library	142,040	206,073	-31.07%	139,606	146,073	-4.43%	27,068	23,439	15.48%	37,102
Croxteth	9,403	16,070	-41.49%	17,849	18,266	-2.28%	4,261	6,663	-36.04%	5,937
Dovecot	38,206	48,681	-21.52%	113,611	79,595	42.74%	15,891	13,382	18.75%	5,963
Edge Hill Library	26,003	30,488	-14.71%	44,174	45,476	-2.86%	12,337	17,286	-28.63%	13,156
Fazakerley Library	41,154	51,252	-19.70%	40,092	61,694	-35.01%	11,521	9,887	16.53%	15,444
Garston Library	86,861	115,202	-24.60%	98,293	103,605	-5.13%	32,109	31,282	2.64%	30,671
Great Homer St Library	26,672	31,308	-14.81%	29,694	29,323	1.27%	11,784	11,953	-1.41%	13,667
Hunts Cross Library	18,037	77,355	-76.68%	13,464	33,312	-59.58%	1,707	1,765	-3.31%	4,715
Kensington	45,311	43,221	4.84%	55,962	51,397	8.88%	18,648	14,239	30.96%	13,329
Larkhill Library	56,433	73,833	-23.57%	67,922	58,987	15.15%	14,249	14,750	-3.39%	28,635
Lee Valley Library	34,092	43,849	-22.25%	50,524	83,299	-39.35%	14,263	6,349	124.64%	13,711
Lister Drive Library	32,733	50,963	-35.77%	28,618	37,667	-24.02%	6,387	10,718	-40.41%	8,823
Norris Green Library	100,818	111,176	-9.32%	171,440	171,371	0.04%	20,555	20,413	0.69%	70,954
Old Swan Library	51,562	99,699	-48.28%	68,390	103,245	-33.76%	6,572	7,707	-14.73%	36,374
Parklands Library	42,635	41,836	1.91%	81,460	66,512	22.47%	18,187	17,532	3.73%	50,731
Sefton Park Library	46,905	90,072	-47.92%	56,590	100,009	-43.41%	10,689	19,400	-44.90%	29,458
Spellow Library	48,924	69,496	-29.60%	101,400	116,739	-13.14%	16,538	28,537	-42.05%	40,144
Toxteth Library	88,508	99,649	-11.18%	67,623	73,110	-7.50%	13,825	11,641	18.76%	18,053
Walton Library	44,219	86,149	-48.67%	61,154	70,127	-12.80%	10,660	10,488	1.64%	21,684

Wavertree Library	60,287	71,633	-15.84%	92,206	180,036	-48.78%	32,264	28,193	14.44%	26,000
Woolton Library	50,953	48,512	5.03%	68,487	70,811	-3.28%	8,308	6,602	25.84%	17,836
Housebound	41,780	57,078	-26.80%	7,039	7,318	-3.81%				5,382
Mobile 1 } Mobile 2	30,169	33,044	-8.70%	20,778	30,452	-31.77%	0	11	0.00%	3,094
Community Libraries Total	1,428,317	1,888,005	-24.35%	1,780,633	2,052,026	-13.23%	374,864	358,870	4.46%	574,857
Central Library Total	395,545	498,041	-20.58%	560,484	623,394	-10.09%	243,032	263,901	-7.91%	400,374
TalisWeb OPAC	84,593	71,348	18.56%							
Service Total	1,908,455	2,457,394	-22.34%	2,341,117	2,675,420	-12.50%	617,896	622,771	-0.78%	975,231

Library and Information Services, Performance Indicators 2006/2007, comparison with 2005/2006

Compiled by Peter Ireland, 233 5873

	Issues 2006/07	Issues 2005/06	% Change	Visits 2006/07	Visits 2005/06	% Change	Enquiries 2006/07	Enquiries 2005/06	% Change	IT Usage 2006/07	IT Us 20
Allerton Library	197,842	191,401	3.37%	151,627	169,189	-10.38%	56,749	50,917	11.46%	45,012	4
Breck Rd Library	70,944	73,211	-3.10%	107,991	115,068	-6.15%	22,906	13,078	75.15%	26,338	2
Childwall Library	130,518	142,040	-8.11%	95,089	139,606	-31.89%	61,637	37,102	66.13%	24,971	2
Croxteth	9,049	9,403	-3.76%	14,457	17,849	-19.00%	5,694	5,937	-4.09%	2,621	4
Dovecot	35,214	38,206	-7.83%	87,712	113,611	-22.80%	9,386	5,963	57.41%	18,829	1
Edge Hill Library	27,690	26,003	6.49%	48,628	44,174	10.08%	11,769	13,156	-10.54%	16,568	1
Fazakerley Library	43,490	41,154	5.68%	38,856	40,092	-3.08%	16,510	15,444	6.90%	10,004	1
Garston Library	83,077	86,861	-4.36%	98,562	98,293	0.27%	36,868	30,671	20.20%	29,800	3
Great Homer St Library	28,001	26,672	4.98%	30,095	29,694	1.35%	15,947	13,667	16.68%	10,611	1
Hunts Cross Library	10,809	18,037	-40.07%	11,410	13,464	-15.26%	2,860	4,715	-39.34%	1,180	1
Kensington	53,784	45,311	18.70%	62,494	55,962	11.67%	24,908	13,329	86.87%	22,717	1
Larkhill Library	55,785	56,433	-1.15%	75,445	67,922	11.08%	23,443	28,635	-18.13%	14,308	1
Lee Valley Library	33,051	34,092	-3.05%	52,420	50,524	3.75%	9,299	8,823	5.39%	14,212	1
Lister Drive Library	21,962	32,733	-32.91%	21,015	28,618	-26.57%	11,722	13,711	-14.51%	5,667	6
Norris Green Library	98,173	100,818	-2.62%	205,262	171,440	19.73%	93,271	70,954	31.45%	26,795	2
Old Swan Library	79,161	51,562	53.53%	97,974	68,390	43.26%	28,747	36,374	-20.97%	24,432	6
Parklands Library	42,844	42,635	0.49%	83,917	81,460	3.02%	22,386	29,458	-24.01%	18,596	1
Sefton Park Library	50,809	46,905	8.32%	71,587	56,590	26.50%	44,169	50,731	-12.93%	23,557	1
Spellow Library	43,023	48,924	-12.06%	89,010	101,400	-12.22%	40,846	40,144	1.75%	21,797	1
Toxteth Library	86,278	88,508	-2.52%	68,370	67,623	1.10%	17,637	18,053	-2.30%	17,205	1
Walton Library	37,703	44,219	-14.74%	56,541	61,154	-7.54%	30,441	21,684	40.38%	8,632	1
Wavertree Library	56,547	60,287	-6.20%	69,955	92,206	-24.13%	18,356	26,000	-29.40%	30,499	3

Woolton Library	43,674	50,953	-14.29%	66,146	68,487	-3.42%	17,169	17,836	-3.74%	7,328	8
Housebound	41,724	41,780	-0.13%	6,664	7,039	-5.33%	5,131	5,382	-4.67%		
Mobile 1	21,098	30,169	-30.07%	12,086	20,778	-41.83%	4,793	3094	54.90%		
Community Libraries Total	1,402,250	1,428,317	-1.83%	1,723,313	1,780,633	-3.22%	632,644	574,857	10.05%	421,679	37
Central Library Total	364,764	395,545	-7.78%	558,101	560,484	-0.43%	403,324	400,374	0.74%	236,271	24
LDL Call Centre	2,718	0	0.00%								
TalisWeb OPAC	116,932	84,593	38.23%								
Service Total	1,886,664	1,908,455	-1.14%	2,281,414	2,341,117	-2.55%	1,035,968	975,231	6.23%	657,950	61

Note: Spellow reopened 31st July 2006 following refurbishment. Sefton Park reopened 30th June 2006 following refurbishment. Woolton only open 8 days and Wavertree or Walton closed for refurbishment from 15th January 2007. Lister Drive closed January/February/March 2007

IT usage Figures for 2005/06 estimated (September 2005 and January 2006 incomplete. IT usage Figures for December 2005 not available because of Pharos upgrade).

Library and Information Services, Performance Indicators 2007/2008, comparison with 2006/2007

Compiled by Peter Ireland, 233 5873

	Issues 2007/08	Issues 2006/07	% Change	Visits 2007/08	Visits 2006/07	% Change	Enquiries 2007/08	Enquiries 2006/07	% Change	IT Usage 2007/08	IT Us 20
Allerton Library	188,931	197,842	-4.50%	151,821	151,627	0.13%	52,581	56,749	-7.35%	42,528	4
Breck Rd Library	70,249	70,944	-0.98%	117,476	107,991	8.78%	30,411	22,906	32.77%	26,702	2
Childwall Library	128,056	130,518	-1.89%	87,080	95,089	-8.42%	54,011	61,637	-12.37%	23,144	2
Croxteth Library	8,599	9,049	-4.97%	5,311	14,457	-63.26%	8,649	5,694	51.90%	1,166	2
Dovecot Library	30,872	35,214	-12.33%	109,323	87,712	24.64%	13,641	9,386	45.34%	19,951	1
Edge Hill Library	23,290	27,690	-15.89%	37,847	48,628	-22.17%	11,319	11,769	-3.83%	17,021	1
Fazakerley Library	43,477	43,490	-0.03%	40,240	38,856	3.56%	21,944	16,510	32.91%	10,136	1
Garston Library	75,072	83,077	-9.64%	100,655	98,562	2.12%	35,819	36,868	-2.84%	29,092	2
Great Homer St Library	23,884	28,001	-14.70%	26,141	30,095	-13.14%	14,551	15,947	-8.75%	7,128	1
Hunts Cross Library	13,143	10,809	21.59%	11,916	11,410	4.43%	2,782	2,860	-2.73%	1,757	1
Kensington Library	51,591	53,784	-4.08%	62,302	62,494	-0.31%	25,272	24,908	1.46%	23,859	2
Larkhill Library	54,127	55,785	-2.97%	85,904	75,445	13.86%	18,521	23,443	-21.00%	15,849	1
Lee Valley Library	29,494	33,051	-10.76%	48,615	52,420	-7.26%	13,407	9,299	44.18%	14,013	1
Lister Drive Library	0	21,962	0.00%	0	21,015	0.00%	0	11,722	0.00%	0	5
Norris Green Library	91,085	98,173	-7.22%	198,302	205,262	-3.39%	66,612	93,271	-28.58%	28,643	2
Old Swan Library	70,823	79,161	-10.53%	86,820	97,974	-11.38%	27,092	28,747	-5.76%	23,769	2
Parklands Library	46,310	42,844	8.09%	79,992	83,917	-4.68%	28,392	22,386	26.83%	21,377	1
Sefton Park Library	62,963	50,809	23.92%	92,972	71,587	29.87%	86,857	44,169	96.65%	31,929	2
Spellow Library	50,475	43,023	17.32%	86,356	89,010	-2.98%	45,396	40,846	11.14%	30,390	2
Toxteth Library	75,560	86,278	-12.42%	64,244	68,370	-6.03%	10,868	17,637	-38.38%	18,559	1

Walton Library	39,691	37,703	5.27%	74,486	56,541	31.74%	27,101	30,441	-10.97%	22,000	8
Wavertree Library	50,981	56,547	-9.84%	67,069	69,955	-4.13%	27,387	18,356	49.20%	33,764	3
Woolton Library	43,020	43,674	-1.50%	82,485	66,146	24.70%	16,926	17,169	-1.41%	8,316	7
Home Library Service	44,653	41,724	7.02%	6,208	6,664	-6.84%	7,436	5,131	44.93%		
Mobile 1	23,411	21,098	10.96%	13,707	12,086	13.41%	14,352	4,793	199.46%		
Community Libraries Total	1,339,757	1,402,250	-4.46%	1,737,272	1,723,313	0.81%	661,327	632,644	4.53%	451,093	42
Central Library Total	332,124	364,764	-8.95%	553,585	558,101	-0.81%	420,791	403,324	4.33%	214,703	23
TalisWeb OPAC	101,627	116,932	-13.09%								
LDL Call Centre	48,120	2,718	1670.42%								
Service Total	1,821,628	1,886,664	-3.45%	2,290,857	2,281,414	0.41%	1,082,118	1,035,968	4.45%	665,796	65

Note: Lister Drive closed April 2007 - March 2008. Walton reopened 23rd April 2007 following refurbishment

2006/07: Spellow reopened 31st July 2006 following refurbishment. Sefton Park reopened 30th June 2006 following refurbishment. Woolton only open 8 days and Wavertree

Walton closed for refurbishment from 15th January 2007. Lister Drive closed January - March 2007

APPENDIX H

LIVERPOOL LIBRARIES USER SURVEYS

The City of Liverpool

Adult Public Library

Users Survey

2006

Almost 6,000 adult customers were surveyed in September 2006 to find out how they rated the Library Service in Liverpool. The results are summarised in the following pages. Thank you to everyone who took part in the survey.

Background and objectives

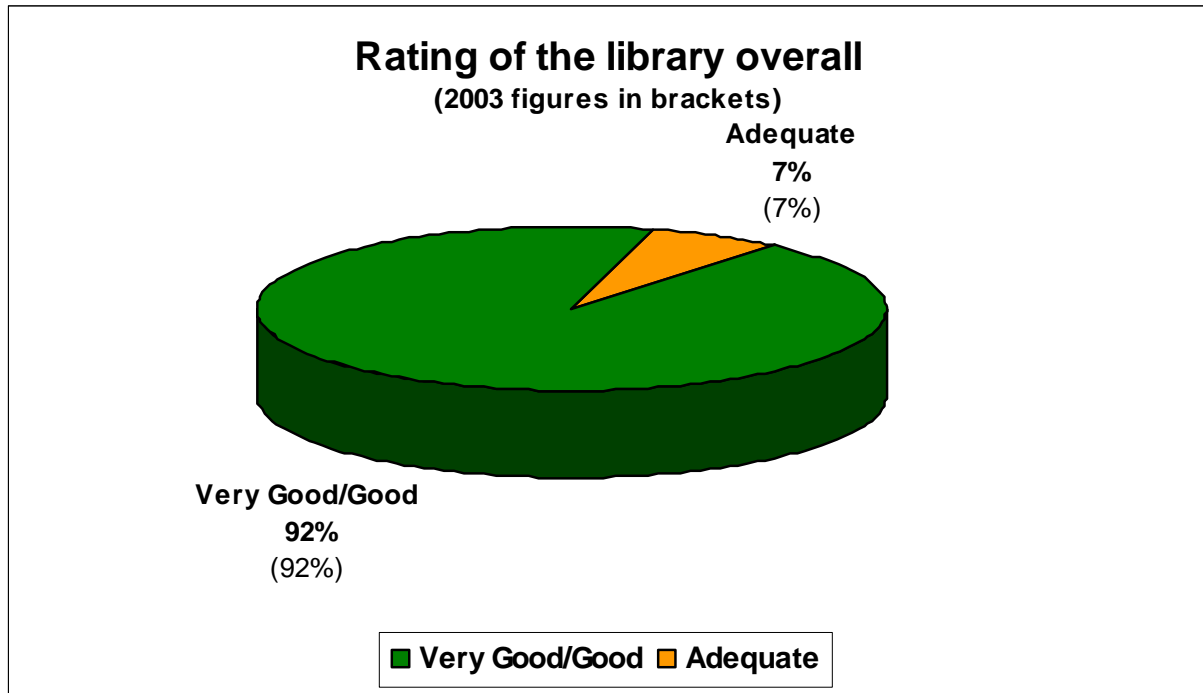
The survey was undertaken adhering to the prescriptive guidelines laid out by the Department of Communities and Local Government (DCLG) for all BVPI Libraries Surveys. The guidelines were established by the Institute of Public Finance (IPF) and the survey is also known as the Public Library User Survey (PLUS).

The previous survey took place in 2003.

The methodology for the survey was prescribed by the IPF and the ODPM, with strict criteria to be met in terms of sampling and questionnaire design. These requirements were met in the design and conduct of the survey.

Rating of the library overall

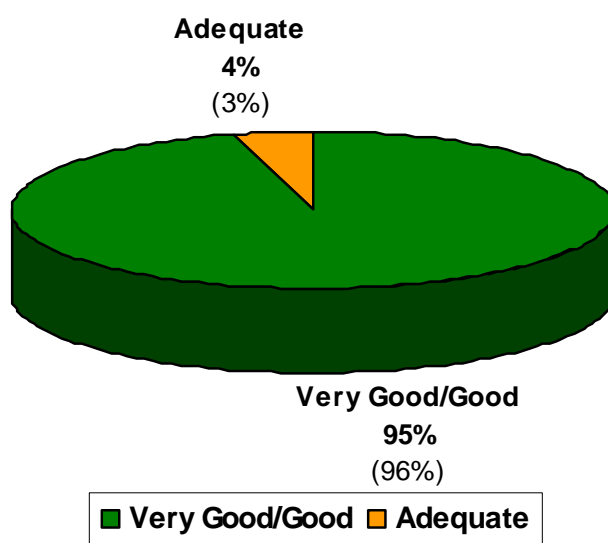
This question feeds in to the Public Library Service Standards (PLSS 7) and Best Value Performance Indicators (BVPI 118(c)). Performance remains unchanged from the 2003 survey.



Staff helpfulness

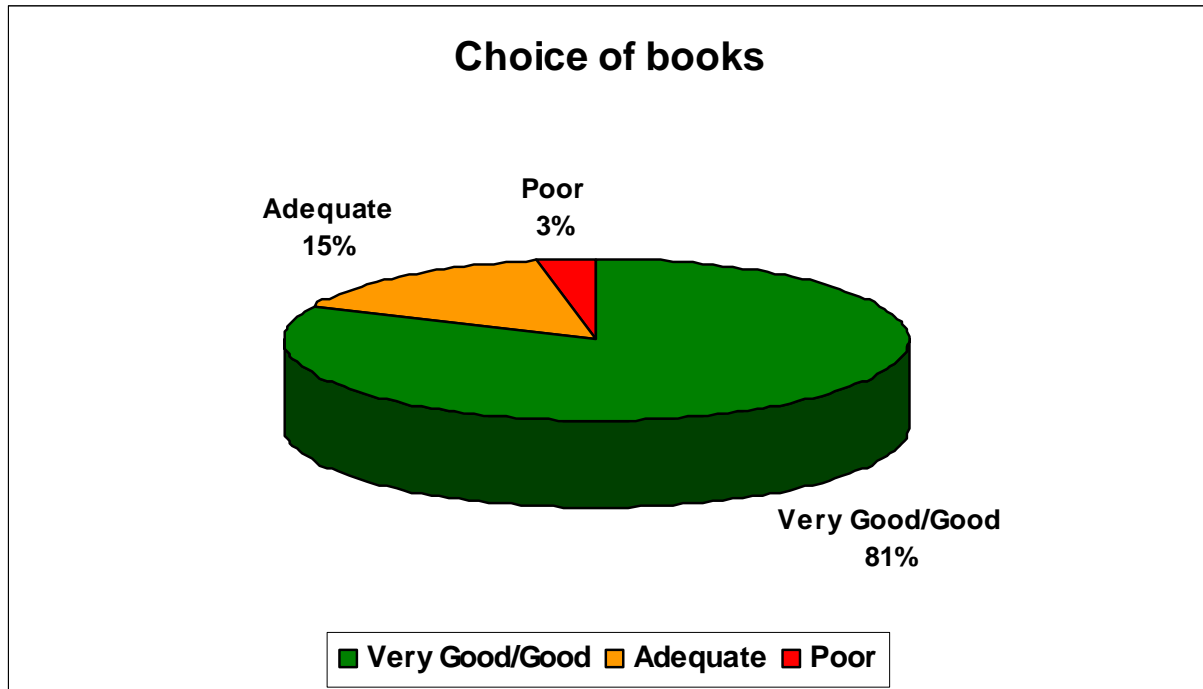
Almost all respondents rated staff helpfulness as either good or very good (95%). This proportion is similar to those recorded in 1999 (93%) and 2003 (96%).

Rating of the library: Staff Helpfulness (2003 figures in brackets)



Choice of books

Four-fifths (83%) of respondents providing a response highlighted the choice of books in the library as good or very good.



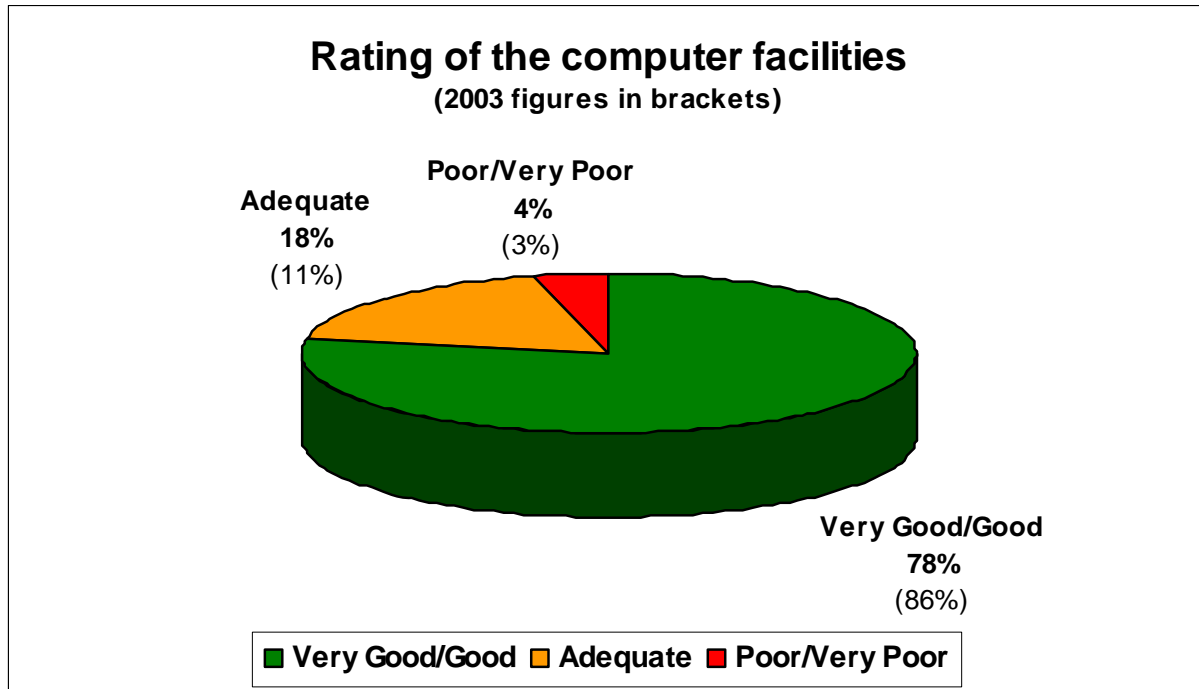
Whether books were borrowed

Over eight in ten respondents (84%) intending to borrow a book actually found a book they could borrow.

The pattern of whether books were borrowed mirrors the intention to borrow, with larger proportions of respondents aged 60+ (91%), non BME respondents (85%) and females (87%) actually borrowing books from the library.

Rating of computer facilities at the library

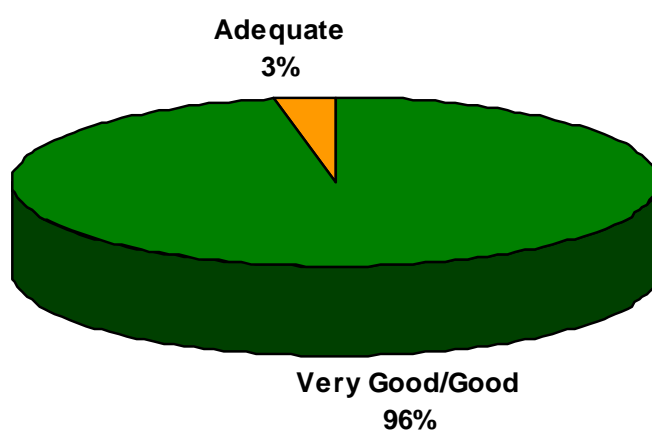
Four-fifths (78%) of respondents providing a response rated the computer facilities at the library as good or very good.



Rating of staff assistance

Almost all (96%) respondents providing a response rated the assistance of staff they asked for help in finding something out as good or very good.

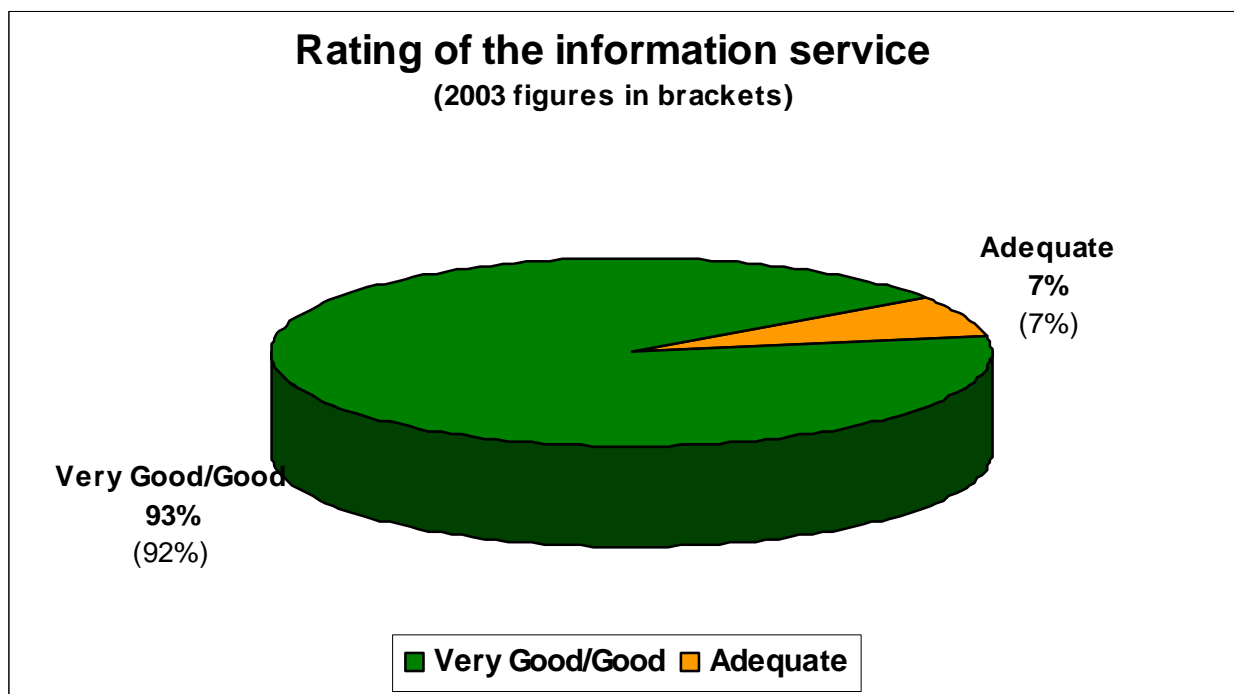
Rating of staff assistance



■ Very Good/Good ■ Adequate ■

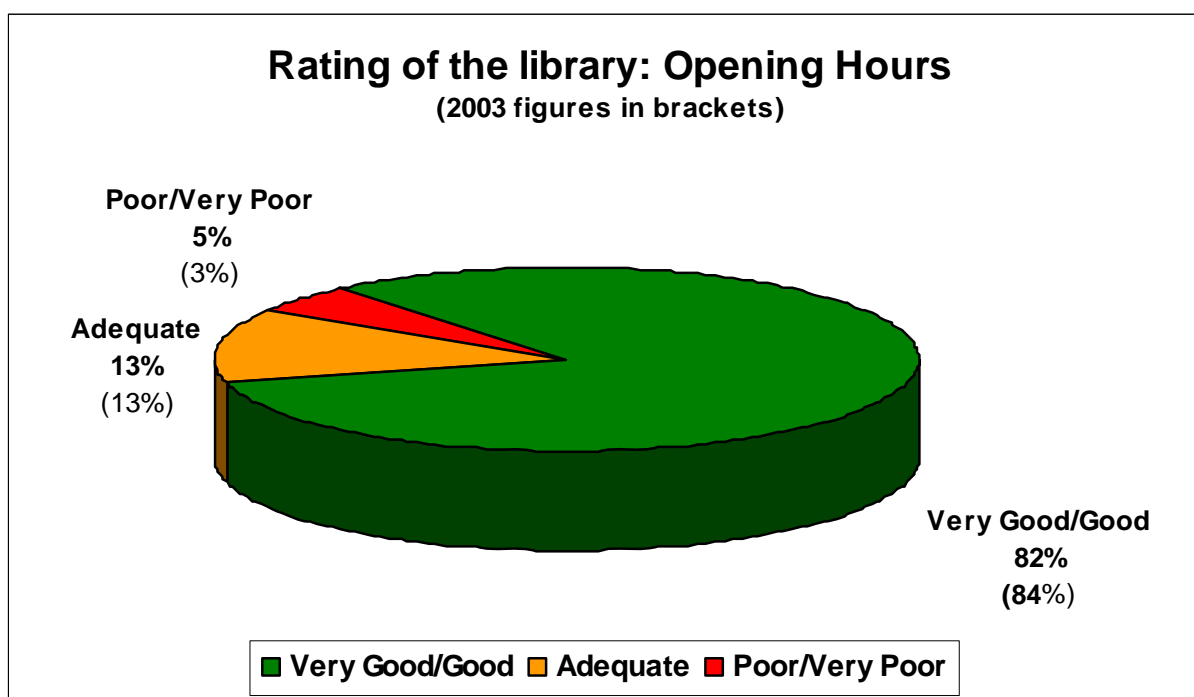
Rating of the information service

The majority (93%) of respondents providing a response rated the information service as good or very good. This is similar to the proportion providing this rating in 2003 (92%).



Opening hours

The majority of respondents rate the opening hours of the library as either good (39%) or very good (43%). Only one in twenty respondents rated the library poorly in this respect (5%).



Sample profile

The following tables show a breakdown of the key respondent profile details

	%
SEX	
Male	50
Female	45
Unspecified	4
AGE	
16-19	5
20-24	12
25-34	18
35-44	15
45-54	12

55-64	13
65-74	11
75+	5
Unspecified	8
WORKING STATUS	
Working	38
Not working	60
Unspecified	2

	%
DISABILITY	
Yes	16
No	60
Unspecified	24
ETHNICITY	
White	83
Mixed	2
Black	4
Asian	2
Other	3
Unspecified	6

The City of Liverpool Adult 'Love Your Library' Users Survey 2008

Thank you to everyone who took part in the Love Your Library survey in October 2008.

A total of 2,535 responses were achieved; 320 via the online surveys and 2,225 paper surveys.

Here is a summary of your responses to the survey.

1. Taking everything into account, what do you think of your library?

(Base: 2469 respondents)

Overall Satisfaction with the Library

Very Good

/ Good, 94%

Poor, 1%

Adequate, 5% Very Good / Good

Adequate

Poor

Overall Satisfaction by Services used

The following charts show overall satisfaction based on what people did when they visited the library.

2. To Borrow Books, DVD's CD's, etc

(Base: 1993 respondents)

Overall Satisfaction (Borrowed Books, DVD's CD's etc)

Very Good

/Good, 96%

Adequate, 4%

Very Good/Good

Adequate

3. To Use Computers

(Base: 966 respondents)

Overall Satisfaction (Used Computers)

Poor, 1%

Very Good

/Good, 91%

Adequate, 8%

Very Good/Good

Adequate

Poor

4. To Find Information

(Base: 832 respondents)

Overall Satisfaction (Find Information)

Poor, 1%

Very Good

/Good, 95%

Adequate, 5%

Very Good/Good

Adequate

Poor

5. To do coursework or revision

(Base: 231 respondents)

Overall Satisfaction (Coursework or revision)

Very Poor, 1%

Very Good

/Good, 91%

Adequate, 8%

Very Good/Good

Adequate

Very Poor

Respondent Profile

58% of respondents were female and 42% were male. There were a range of age groups

as shown on Table 2 below.

Table 2: How old were you last birthday?

(Base: 2447 respondents)

Age group %

<19 7%

20 - 34 23%

35 - 49 25%

50 - 64 22%

65+ 21%

Prefer not to say 2%

13% of those questioned stated that they considered themselves to have a disability.

Four out of five respondents consider themselves to be white British. If we include White

Irish and any other white background there are 86% White British/other and 14% BME.

The full breakdown is shown on Table 3 below.

Table 3: Which ethnic category do you consider yourself to belong?

(Base: 2406 respondents)

No %

Asian British 17 0.7%

Indian 15 0.6%

Pakistani 14 0.6%

Bangladeshi 4 0.2%

Any other Asian background 12 0.5%

African 25 1%

Black British 48 2%

Caribbean 3 0.1%

Nigerian 13 0.5%

Somali 7 0.3%

Any other Black background 7 0.3%

Chinese 18 0.8%

Gypsy 4 0.2%

Irish Traveller 4 0.2%

Yemeni 4 0.2%

Other ethnic group 30 1.3%

White British 1923 79.9%

White Irish 72 3%

Any other white background 79 3.3%

White and Asian 9 0.4%

White and Black Caribbean 14 0.6%

Any other mixed background 15 0.6%

Prefer not to say 69 2.9%

APPENDIX I

LIVERPOOL LIBRARIES ‘HAVE YOUR SAY’ DATA

HAVE YOUR SAY

Comments, Compliments and Complaints

Received by Libraries and Information Services April 2003 to March 2004

COMMENTS	
Total Received	148
% where all time-scales met	100%
Main Subject Areas	<p>34 (23%) related to ICT Eqt/Services</p> <p>26 (18%) related to stock</p> <p>25 (17%) related to Events</p> <p>11 (8%) related to signage/information</p>
% resulting in action taken, review change to policy, procedures	39%
Details of changes made (or planned) to policy/systems as a result of reviewing comments (highlighting actions taken on recurring comments)	<ul style="list-style-type: none"> • Large print books have been rearranged at Parklands and extra non-fiction Large print provided at Childwall and language courses generally • Greater publicity will be given to dates of Record Office annual closure next year • Pharos print management system is being installed with LDL to manage problems of computer bookings • Magazines supplied to Lee Valley and Fazakerley have been improved • Availability of library pages via Internet continually monitored • Ticketing, judging and queuing will be reviewed before next Harry Potter event • People's Network User Group to be set up to discuss parameters
COMPLIMENTS	
Total Received	108

Main Subject Areas	<p>47 (44%) related to staff</p> <p>28 (26%) related to meeting facilities/events</p> <p>10 (9%) related to ICT Eqt/Services</p> <p>7 (7%) related to stock</p>
COMPLAINTS	
Total <i>Resolved</i>	172
% where all timescales met	100%
% resolved at Stage 1	99%
Stage 2	1%
Stage 3	0%
Main subject area(s)	<p>54 (29%) related to ICT Eqt/Service</p> <p>18 (10%) related to stock</p> <p>13 (7%) related to security</p> <p>8 (6%) related to charges</p>
How complaints were resolved	Letter sent to explain action taken to resolve the situation.
% resulting in review/change to policy/systems	25%
<p>Give specific details of changes made (or planned) to policy/systems (highlighting action taken on recurring complaints) state location and number of changes.</p> <p>Specific details concerning changes made must be given ie, where? why? how many?</p> <p>If you receive more than 25 complaints they must be broken down further again</p>	<ul style="list-style-type: none"> Internet software has been amended [after assessment] to allow access to specific requested web-sites previously blocked by corporate filtering software. Minicom has been replaced in Central Library New music scores and additional picture books have been purchased for Garston library Improvements in the external appearance of Allerton library are being progressed including a disabled ramp& automatic doors Security staff were hired and other measures taken [after liaison with the police] after incidences of violence at Lister Drive, Breck Road and Dovecot during the summer holidays More Urdu magazines and newspapers have been bought for Wavertree

<p><i>giving specific details eg</i></p> <p><i>15 waste disposal;</i></p> <p><i>10 highways;</i></p> <p><i>and give details of what the resolution was to each type of complaint</i></p>	<ul style="list-style-type: none"> • <i>Changes have been made to computer availability at Childwall</i> • <i>Unauthorised signage is to be removed from Garston library [a listed building]</i> • <i>Investigating Chinese word-processing software, ability for users to run their own CD-Roms on library computers and ensuring that computers allow use of Supernova software</i> • <i>Old Swan library is to get improved computer facilities and more large printbooks and spoken word cassettes and CD's</i> • <i>Disabled access to Spellow reviewed</i> • <i>Charges on DVD's for disabled to be reviewed</i>
--	--

HAVE YOUR SAY

Comments, Compliments and Complaints

Received by Libraries and Information Services April 2004 to March 2005

COMMENTS	
<i>Total Received</i>	102
<i>% where all timescales met</i>	100%
<i>Main Subject Areas</i>	<p>21 [21%] related to ICT Eqt/Services</p> <p>19 [19%] related to opening hours</p> <p>15 [15%] related to stock</p> <p>9 [9%] related to building condition/maint</p> <p>8 [8%] related to noise</p>
<i>% resulting in action taken, review change to policy, procedures</i>	12%
<i>Details of changes made (or planned) to policy/systems as a result of reviewing comments (highlighting actions taken on recurring comments)</i>	<ul style="list-style-type: none"> • Improvements to the external and internal appearance of Old Swan library are being investigated. • More local history titles bought for Allerton library. • Internet software has been amended [after assessment] to allow access to specific requested web-sites previously blocked by corporate filtering software. • CD re-writer facility has been reinstalled at Walton library. • Computers are to be upgraded to XP to support USB connections.
COMPLIMENTS	
<i>Total Received</i>	158

Main Subject Areas	<p>84 [53%] relating to staff</p> <p>36 [23%] relating to meeting facilities/events</p> <p>24 [15%] relating to stock</p> <p>14 [9%] relating to ICT Eqt/services</p>
COMPLAINTS	
Total <i>Resolved</i>	197
% where all timescales met	100%
% resolved at Stage 1	100%
Stage 2	0%
Stage 3	0%
Main subject area(s)	<p>30 [15%] relating to ICT Eqt/services</p> <p>25 [12%] relating to toilets</p> <p>18 [9%] relating to noise</p> <p>15 [8%] relating to access</p> <p>14 [7%] relating to stock</p> <p>13 [7%] relating to building condition/maint.</p>
How complaints were resolved	Letter sent to explain action taken to resolve the situation.
% resulting in review/change to policy/systems	15%
Give specific details of changes made (or planned) to policy/systems (highlighting action taken on recurring complaints) state location and number of changes.	<ul style="list-style-type: none"> Major work has been undertaken to improve the men's toilets in Central Libraries. Public computer access at Allerton has been reviewed. Behaviour of teenagers using Surfzone to be monitored more closely.

<p><i>Specific details concerning changes made must be given ie, where? why? how many?</i></p> <p><i>If you receive more than 25 complaints they must be broken down further again giving specific details eg</i></p> <p><i>15 waste disposal;</i></p> <p><i>10 highways;</i></p> <p><i>and give details of what the resolution was to each type of complaint</i></p>	<ul style="list-style-type: none"> • <i>Back runs of Burke's Peerage have been catalogued electronically.</i> • <i>Repairs due to vandalism and pigeon damage at Dovecot Library progressed.</i> • <i>Allerton library is being fully refurbished</i> • <i>Discussions are taking place with partners to provide automatic doors at Parklands Library</i> • <i>Book labels will be positioned on new books so as not to obscure publication details</i>
---	--

HAVE YOUR SAY

Comments, Compliments and Complaints

Received by Libraries and Information Services April 2005 to March 2006

COMMENTS	
Total Received	71
% where all timescales met	100%
Main Subject Areas	<p>18 [25%] related to ICT Eqt/Services</p> <p>15 [21%] related to stock</p> <p>7 [10%] relating to opening hours</p> <ul style="list-style-type: none"> 3- Central closing at 6pm or 4- Mobile Library changes to sites served <p>6 [8%] related to building condition/maint.</p> <p>2 [3%] related to charges /fines</p>
% resulting in action taken, review change to policy, procedures	12%
Details of changes made (or planned) to policy/systems as a result of reviewing comments (highlighting actions taken on recurring comments)	<ul style="list-style-type: none"> Intention is to run family history courses in Central during the autumn and 'taster' sessions during summer school Computers are being upgraded to XP to support USB connections Reservation fee for teenagers to be reexamined and on-line reservations improved Power socket for laptops to be installed at Walton Library Subscription to Company Refs magazine resumed Work has commenced to remove items no longer in stock from the OPAC Disabled parking at Garston library to be adjusted
COMPLIMENTS	
Total Received	83

Main Subject Areas	<p>40 [48%] related to events</p> <p>31 [37%] relating to staff</p> <p>6 [7%] relating to book stock</p>
COMPLAINTS	
Total <i>Resolved</i>	203
% where all timescales met	100%
% resolved at Stage 1	99%
Stage 2	1%
Stage 3	0%
Main subject area(s)	<p>61 [30%] relating to opening hours</p> <ul style="list-style-type: none"> 45- Central closing at 6pm or 11- Mobile Library changes to sites served <p>53 [26%] related to ICT Eqt/Services</p> <p>13 [6%] related to access</p> <p>12 [6%] related to toilets</p> <p>12 [6%] related to stock</p>
How complaints were resolved	Letter sent to explain action taken to resolve the situation.
% resulting in review/change to policy/systems	9%
<p>Give specific details of changes made (or planned) to policy/systems (highlighting action taken on recurring complaints) state location and number of changes.</p> <p>Specific details concerning changes made must be given ie, where? why? how many?</p> <p>If you receive more than 25 complaints</p>	<ul style="list-style-type: none"> New corporate filtering software was withdrawn for modification so that it meets the needs of users Lift for disabled renovated and back in operation Internet software has been amended [after assessment] to allow access to specific requested web-sites previously blocked by corporate filtering software. A dedicated 'quiet area' will be incorporated in the Central library redevelopment More architecture books and C.S. Forester novels have been ordered for stock

<p><i>they must be broken down further again giving specific details eg</i></p> <p><i>15 waste disposal;</i></p> <p><i>10 highways;</i></p> <p><i>and give details of what the resolution was to each type of complaint</i></p>	<ul style="list-style-type: none"> • <i>Central Library opening hours are now displayed prominently outside the building</i> • <i>Annoying swinging/banging gate on Toxteth's counter has been removed!</i> • <i>Garston disabled toilet fitted with Radar lock</i> • <i>Board book provision improved at Allerton</i> • <i>Surfzone computers are available to adults until 3pm weekdays during term time</i> • <i>USB memory sticks will be usable on the new XP machines being rolled-out</i>
---	--

HAVE YOUR SAY

Comments, Compliments and Complaints

Received by Libraries and Information Services
1 April 2006 to 31 March 2007

COMMENTS	
<i>Total Received</i>	55
<i>% where all timescales met</i>	100%
<i>Main Subject Areas</i>	<p>11 [20%] related to ICT</p> <p>11 [20%] related to stock</p> <p>5 [9%] related to opening hours [Central redevelopment]</p>
<i>% resulting in action taken, review change to policy, procedures</i>	4%
<i>Details of changes made (or planned) to policy/systems as a result of reviewing comments (highlighting actions taken on recurring comments)</i>	<ul style="list-style-type: none"> • Childwall library – increase in study tables, improved quiet area with armchairs etc • Agreed to support a reading group to be set up at Garston Library
COMPLIMENTS	
<i>Total Received</i>	62
<i>Main Subject Areas</i>	<p>47 [76%] related to staff</p> <p>6 [10%] related to stock</p> <p>5 [8%] related to events</p> <p>2 [3%] related to ICT</p>
COMPLAINTS	
<i>Total Resolved</i>	169
<i>% where all timescales met</i>	100%
<i>% resolved at Stage 1</i>	99%

Stage 2	1%
Stage 3	0%
Main subject area(s)	34 [20%] related to ICT Eqt/Services 22 [13%] related to toilets 15 [9%] related to noise/anti-social behaviour 11 [7%] related to stock
How complaints were resolved	Letter sent to explain action taken to resolve the situation
% resulting in review/change to policy/systems	9%
<p>Give specific details of changes made (or planned) to policy/systems (highlighting action taken on recurring complaints) state location and number of changes.</p> <p>Specific details concerning changes made must be given ie, where? why? how many?</p> <p>If you receive more than 25 complaints they must be broken down further again giving specific details eg</p> <p>15 waste disposal;</p> <p>10 highways;</p> <p>and give details of what the resolution was to each type of complaint</p>	<ul style="list-style-type: none"> • Internet software has been amended [after assessment] to allow access to specific requested web-sites previously blocked by corporate filtering software • Woodworking DVD's have been ordered for stock • Possibility of installing an automatic security gate in Central Library is being investigated • Floppy disk drives have been ordered for new public XP machines • More Urdu books have been bought for Wavertree Library • More true crime books have been bought for Breck Road Library • Access guaranteed during opening hours to Biennial exhibit in Central Library • Security improved at Toxteth Library • Extra notices detailing computer access and printing availability in Central Library • A wider choice of seating to be made available at Allerton Library • Free loans for music DVD's to be considered 2007/08 • Original system of managing Housebound loans has been reinstated
Please complete 2 nd page of form	
ETHNIC MONITOR	

<p><i>No of complaints from persons of following ethnic groups</i></p> <p><i>Please specify no per group as on HYS form</i></p>	<p><i>Information, where given:</i></p> <p><i>[14] White British -72</i></p> <p><i>[15] White Irish - 3</i></p> <p><i>[16] Other White - 7</i></p> <p><i>[17] White/Black Carib. - 1</i></p> <p><i>[19] White/Asian - 1</i></p> <p><i>[22] Indian - 1</i></p> <p><i>[23] Pakistani - 2</i></p> <p><i>[5] Nigerian - 1</i></p> <p><i>Chinese - 3</i></p> <p><i>Kurdish – 1</i></p>
<p><i>No of complaints from sexes</i></p> <p><i>eg male/female</i></p>	<p><i>Male 86</i></p> <p><i>Female 67</i></p>
<p><i>No of complaints from disabled people</i></p>	<p><i>23</i></p>

Have Your Say feedback report

Portfolio: Culture, Media and Sport			
Service Area: Libraries			
Reporting officer: Steven Dearden			
Reporting period: 1 April – 31 March 2008			
	Information required	NSG Report name	Information
Stage 1 Complaints	No. complaints received	<i>Case stages received analysis</i>	137
	% Answered <10 working days	<i>Response times analysis</i>	80%
	% Answered >10 working days	<i>Response times analysis</i>	20%
	Key complaint issues	<i>Specific issue analysis</i>	<p>28 [20%] related to ICT equipment /services</p> <p>10 [7%] related to noise</p> <p>9 [6%] related to stock</p> <p>9 [6%] related to charges</p> <p>8 [6%] related to toilets</p> <p>4 [3%] related to website/catalogue</p>
	Have you made or do you plan to make any changes to your policies, procedures, systems, etc. as a result of feedback received? If so – please provide details.	<ul style="list-style-type: none"> • Stock audit of music CD's to be carried out to improve accuracy of catalogue • More Polish books bought for stock • Hire charges for DVD's to be rationalized • Community notice board has been reinstated at Walton library • Printers have been repaired at Great Homer Street and Spellow and a new machine ordered for Walton Library • Scanner to be installed at Edge Hill Library • JAVA checked on Toxteth computers 	

		<ul style="list-style-type: none"> • <i>Children's books in Spanish bought for Garston</i> • <i>Investigate sending letters to borrowers with reserved items on loan</i> • <i>Upgraded computers in Central Humanities and 30 minute 'express' Internet sessions to improve queuing</i> • <i>More Urdu books purchased and new collection established at Edge Hill</i> • <i>Progressing reinstating Red Phone at Kensington</i> 	
Stage 2 Complaints	No. complaints received	<i>Case stages received analysis</i>	1
	% Answered <28 working days	<i>Response times analysis</i>	100%
	% Answered >28 working days	<i>Response times analysis</i>	
	Key complaint issues	<i>Specific issue analysis</i>	Complaint that we stock the 'Sun book of short stories' – said to be in poor taste after their treatment of the Hillsborough issue
	Have you made or do you plan to make any changes to your policies, procedures, systems, etc. as a result of feedback received? If so – please provide details.	No	

Stage 3 Complaints	No. complaints received	<i>Case stages received analysis</i>	1
	% Answered <28 working days	<i>Response times analysis</i>	100%
	% Answered >28 working days	<i>Response times analysis</i>	
	Key complaint issues	<i>Specific issue analysis</i>	As above – ‘Sun book of short stories’
	Have you made or do you plan to make any changes to your policies, procedures, systems, etc. as a result of feedback received? If so – please provide details.	No	
Comments	No. Comments received	<i>Case stages received analysis</i>	45
	% Answered within timescale	<i>Response times analysis</i>	80%
	Key subject areas	<i>9 [20%] related to ICT</i> <i>7 [16%] related to stock</i> <i>3 [7%] related to catering</i> <i>2 [4%] related to photocopiers</i> <i>2 [4%] related to hire charges</i>	
	Have you made or do you plan to make any changes to your policies, procedures, systems, etc. as a result of	<ul style="list-style-type: none"> <i>New stock bought in response to suggestions</i> <i>Range of seating improved in Central library ground floor</i> <i>Asian DVD charges revised in line with main stock</i> 	

	feedback received? If so – please provide details.		
Compliments	No. Compliments received	<i>Case stages received analysis</i>	43
	Main subject areas	<i>35 [81%] related to staff</i> <i>3 [7%] related to events</i> <i>3 [7%] related to stock</i> <i>2 [5%] related to ICT</i>	